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ABSTRACT

This final report describes the development and field evaluation of teacher training materials (for inservice workshops) and elementary school language arts materials. The basic goal of the training materials, called Teacher Development Packages (TDPs), was to provide teachers with the information and skills needed to utilize games and informal learning activities in multicultural settings. The purpose of the language arts materials were to (1) develop methods of stimulating children's oral language, (2) increase reading and writing skills, and (3) promote multicultural learning through use of traditional children's folk materials for children in Grades 2-5. The Teacher Development Package for Grades 2-3 consists of four 2-hour inservice workshop modules which include skill development and practice through the use of simulation games, filmstrip presentations and discussions; selection of activities for enhancing cognitive and affective skills; curriculum planning and scheduling; and roleplay. The TDP for Grades 4-5 consists of two 2-hour modules involving activities similar to those mentioned above. The primary teaching strategy of the language arts units was to elicit from the child "childlore" materials to be used in classroom publications and dramatic production. Evaluation findings for workshops and materials are presented in detail. Project related instruments and materials are appended. (Author/RH)

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FINAL REPORT FOR
NOVEMBER 1, 1977 TO MAY 31, 1978

PROJECT:
INFORMAL LEARNING PROGRAM
(ILP)

SUBMITTED TO:
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May 26, 1978

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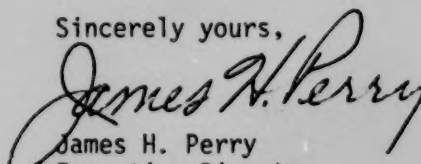
Dear Dr. Schotta:

Submitted herewith is the Southwest Educational Development Laboratory's final report for the Informal Learning Program (ILP). Prototypes of revised materials also are being forwarded. This report is in compliance with Contract Nos. NE-C-00-3-0090 and NE-C-00-3-0091, which end on May 31, 1978.

The results from the developing and testing of this product represent what SEDL feels is a valuable contribution to education in general and to teacher education in particular. The conducting of ILP activities has been very beneficial to staff members at SEDL, as well as participants in the field.

We shall be pleased to discuss this report and provide you with additional information, if requested.

Sincerely yours,


James H. Perry
Executive Director

jm

xc: Dr. Robert Chesley
Mr. Raymond Wormwood

SEDL

MAR 31 1980

FINAL REPORT

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Funded by: National Institute of Education
Washington, D.C.

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I. INTRODUCTION

A. Overview

The Informal Learning Program (ILP) at the Southwest Educational Development Laboratory (SEDL) was involved with the development and evaluation of materials designed to explore and utilize informal learning strategies with children, ages 5-12, in (1) developing their thinking and language skills and (2) promoting multicultural education. More specifically, the program proposed to develop and test informal learning strategies for use by elementary school classroom teachers or other classroom teaching persons in assisting with the provision of additional learning opportunities for children. The strategies were expected to (1) help improve children's thinking and language development skills and (2) have residual effects on learning in the areas of mathematics, reading, and multiculturalism.

The Informal Learning Program (ILP) consisted of two related, but unique components. They were (1) Teacher Development (TD) and (2) Multicultural Experiences in Language Arts (MELA). A brief discussion of each component follows:

1. Teacher Development: This component was designed to develop teacher training activities which could help teachers to accept and facilitate informal interaction through Game Strategy Packages and Non-Game Strategy Packages (formerly Games Packages and Informal Learning Packages). The Game Strategy Packages were designed to build, through the use of a variety of games, teacher skills in (1) identifying and learning to use different types of

games in classroom instruction; (2) identifying and developing skills which could be taught through the use of games; (3) observing and describing personality traits, learning styles, cultural backgrounds; (4) modeling behaviors expected of children during game activities; and (5) planning classroom learning activities which incorporate the use of games. The Non-Game Strategy Packages were designed to build teacher skills in (1) classroom ethnography, which included such skills as observing, recording, and analyzing classroom behaviors which relate to learning; (2) curriculum planning, i.e., deciding what materials, activities, and situations to use when teaching and developing particular skills; (3) decision-making for the purpose of learning how to cope with a range of classroom behaviors; (4) determining more flexible or effective grouping of children according to their interests, developmental needs, and learning styles; and (5) determining when and how to use peer tutoring in classroom learning activities.

2. Multicultural Experiences in Language Arts: This component is designed to develop culturally relevant supplemental language arts activities for elementary school classrooms. Materials collected from children are used as part of a language arts curriculum that includes the use of traditional childlore such as riddles, knock-knock jokes, jumprope and handclap rhymes, narratives, tongue-twisters, and other verbal routines to develop traditional language arts concepts. Oral language, language comprehension, reading, writing, spelling, reporting,

and dramatics are some of the skills these packages help to develop.

The primary teaching strategy of the units was the development of the child as a resource for childlore materials to be used in classroom publications and dramatic productions. The packages specify that teachers will be able to perform the following tasks:

- (a) elicit traditional and other verbal routines from children by modeling, asking questions, accepting responses;
- (b) provide a reporting or performance atmosphere for the sharing and presentation of students' repertoires;
- (c) establish a methodology for student gathering of additional information from their homes, neighborhoods, or communities.

The packages were designed so that informal teaching strategies such as small-group instruction, game-like activities, dramatic play, and using the child as a resource are integrated into existing classroom settings. Each of these efforts entailed development and product/strategy testing with children from three ethnic groups, Anglo, Black, and Mexican American. ILP activities are viewed as an integral part of larger schooling efforts designed to further enhance children's cognitive development and understanding of multiculturalism.

II. RATIONALE FOR WORK UNDERTAKEN

A. Teacher Development

The purposes of the Teacher Development (TD) Component were (1) to design and test the effects of teacher stimulus materials packages that could be used in the development of children's awareness, knowledge, and skills through the use of play or game-like informal activities and (2) to promote multicultural education for children in Grades 2-3 and Grades 4-5.

1. Statement of Related Previous Work

Earlier produced teacher development materials at the Southwest Educational Development Laboratory (SEDL) focused on orienting teachers to implement program curriculum materials (1972). These materials stressed the development of teacher planning and management, and pacing.

2. Need for Present Work

An outcome of the product/strategy testing effort was further need for the development of teacher training materials not tied to any specific curriculum approach. Instead, the materials were designed to supplement the general or established curriculum activities by focusing on the skills and concept needs of elementary school children. Furthermore, there was a need to develop a process with related strategies that could help the teacher to develop basic skills in the use of a few ethnographic information gathering techniques with respect to children in their classrooms.

In a needs sensing conference on Teacher Development sponsored and conducted by SEDL (1976), educators discussed and examined how

teachers could use play and informal activities to further stimulate learning among children. The purpose of the conference was to seek suggestions on methods of helping teachers use play as a learning strategy in the cognitive, social, and emotional development of students and to promote multicultural education in the classroom. Conference participants included teachers, principals, central office administrators, university professors, Texas Education Agency, and Region XIII Education Service Center personnel.

During the conference, these educators, from Texas and Louisiana, raised and discussed many issues related to both educational play and multicultural education. The conference was concluded with a majority of participants endorsing the educational soundness of learning through play and of multicultural education. They expressed a need for strategies to further develop teacher skills in these two areas and encouraged SEDL to undertake the work.

The discussions produced the following consensus statements from conference participants:

- o Play can and should occur in the classroom and on the playground, depending upon other class activities.
- o Multicultural understanding can be increased through the use of games and their cultural/ethnic adaptations.
- o Play should be permitted and valued by teachers.
- o Skill development should include both the teacher's role in the total classroom environment and the selection of games which produce basic content area skills, thinking skills, and social skills.
- o Play used in the classroom and aided by some teacher intervention may have high yield in terms of student achievement and adjustment in school.

- o Teacher skill development should focus on ways to incorporate classroom game-like learning strategies/activities into the established curriculum.

Thus, feedback from Teacher Development Conferees, users of SEDL curriculum materials, and external consultants, there appeared to be a clear indication of the need for skill development and training of teachers to help them (1) increase the use of classroom games, informal learning activities and (2) promote multicultural understandings among children.

3. Research Prior to Development

Several research studies were identified, selected and reviewed by the ILP staff in preparation of the development process. The following list is an indication of the works and content areas reviewed in preparing the conceptual design of TD materials.

Abt (1970) - Improving education with games.

Boocock (1968) - Variety and motivation through game usage.

Cass (1973) - Play/games as effective in lessening stress.

Cazden (1972) - Cues for gaining and giving attention to specific children.

Cherryholmes (1966) - Variety and motivation through game usage.

Holt (1973) - Variety and motivation through game usage.

Inbar (1970) - Games can teach decision-making skills.

Coleman (1969) - Games encourage individual goal-oriented behavior.

Michelman (1974) - Games increase adaptive responses.

Flesher (1970) - Games promote reflective thinking strategies.

Piaget (1962) - Games help fix children's logical abilities; games increase interpersonal skills.

Avedon and Sutton-Smith (1971) - Games make demands on players: figural, symbolic, semantic, and behavior cognition.

Kennedy and Newman (1976) - Cognitive operation of evaluation may be increased.

Shannon (1974) - Rule-governed games offer a chance for self-discovery and self-confidence.

Roberts and Sutton-Smith (1967) - Personality characteristics were correlated with success in strategy games.

4. Goals and Objectives

The basic goal of the Teacher Development materials was to provide teachers with the information and skills needed to utilize games and informal learning activities in multicultural settings.

Specific development objectives were:

- o To enable teachers to acquire knowledge of the cognitive skills that children can develop through the use of games.
- o To enable teachers to develop a method of scheduling activities and arranging classroom environments to enhance learning through games.
- o To enable teachers to develop a method of scheduling activities and arranging classroom environments to facilitate informal learning.
- o To enable teachers to develop a better understanding of and skills in teaching children of ethnicities that differ from their own.
- o To enable teachers to increase peer instruction and small group interaction in the classroom.

During the test phases,* activities centered around accomplishing the following objectives for each package in Grades 2 and 3.

*All materials and products produced at SEDL go through a six-stage developmental process which includes (1) Content Analysis, (2) Conceptual Design, (3) Product Design/Design Test, (4) Pilot Test, (5) Field Test and (6) Marketing and Diffusion. Test phases refer to items 3-5 of this process.

Game Package - Observing and Describing

- o After participating in the workshop activities, the teacher will increase the use of games in the classroom that help develop observing and describing skills.
- o The teacher will play adult-level games during the workshop to acquire an awareness of techniques which help develop children's observing and describing skills.
- o After participating in the workshop activities, the teacher will demonstrate increased observing and describing skills by modeling them in order to communicate expectations to children in the classroom.

Game Package - Utilizing Children's Personality Traits

- o The teacher will demonstrate an increased awareness of children's varied learning styles by observing and recording children's behavior while playing games in the classroom.
- o The teacher will use activities in the classroom to determine the learning styles of children.
- o The teacher will develop classroom activities which complement the learning styles of children.

Non-Game Package - Ethnography in the Classroom

- o The teacher will demonstrate an understanding of how ethnography can be practiced in the classroom by completing self-evaluation instruments.
- o The teacher will use self-evaluation techniques to observe, record, and analyze behavior patterns in the classroom.
- o The teacher will gain insights into teacher influences on children's behavior by analyzing the self-evaluation forms to track patterns of content presentation and teacher-student interaction.

Non-Game Package - Peer Tutoring

- o After observing, recording, and analyzing children's behavior patterns, the teacher will (1) identify as tutors one child with leadership abilities and one child who needs self-concept building, and (2) develop or select tutoring tasks appropriate to each child's abilities and needs.

- o The teacher will train both types of tutor for the tutoring activities, using information and printed suggestions received at the workshop.
- o The teacher will monitor both tutoring tasks and complete a tutoring record form, received at the workshop, for each task.
- o The teacher will demonstrate the ability to organize the daily classroom schedule to accommodate the tutoring program, by integrating the tutoring activities into the usual classroom learning experiences.

During the test phases, activities centered around accomplishing the following objectives for each package in Grades 4 and 5:

Game Package - Informal Grouping for Teaching Skills

- o The teacher will use games and other informal strategies as techniques for grouping children for classroom activities.
- o The teacher will train children to engage in independent learning activities with minimum adult supervision.
- o The teacher will expand small group instruction to at least two subject areas.

Non-Game Package - Ethnography in the Classroom

- o The teacher will demonstrate an understanding of how ethnography can be practiced in the classroom by completing self-evaluation instruments.
- o The teacher will use self-evaluation techniques to observe, record, and analyze behavior patterns in the classroom.
- o The teacher will gain insights into teacher influence on children's behavior by analyzing the self-evaluation forms to track patterns of content presentation and teacher-student interaction.

B. Multicultural Experiences in Language Arts

The purposes of the Multicultural Experiences in Language Arts (MELA) Component were to (1) develop methods of stimulating children's oral language, (2) increase reading and writing skills, and (3) promote

multicultural learning through use of children's traditional folk materials for children in Grades 2, 3, and 4.

1. Statement of Related Previous Work

The MELA Component previously conceptualized and developed two sets of materials: (1) Package A for second graders and (2) Package B for third graders. Each package contains 15 activities of approximately 15 to 20 minutes each. These are further broken down into three units of five activities each. The packages are designed to be used as supplementary language arts activities which stimulate oral language, reading, and writing skills, and multicultural learning through use of childlore. Both Packages A and B, which are self-contained instructional units, include the following items:

- . specified objectives
- . objective-based tests
- . filmstrip
- . riddle resource book
- . student language books
- . worksheets
- . picture cards
- . audio-tape
- . games
- . Teacher Activity guide
- . Teacher Resource materials

The packages were designed so that informal teacher strategies such as small-group instruction, game-like activities, dramatic play, and using the child as a resource are integrated into existing classroom settings, e.g., self-contained or open concept, and team-teaching situations.

2. Need for Present Work

MELA developmental experiences and suggestions from package testing participants and other specialists helped to provide program

direction toward linking childlore more closely to the regular language arts program of elementary schools. It appeared that certain forms of verbal folklore were excellent vehicles for developing language skills and providing multicultural learning experiences for children approximately 7 to 12 years old. These forms included riddles, knock-knock jokes, catches, narratives, and jumprope and handclap rhymes. This impression was confirmed by participants at a teacher conference at SEDL (1976). As a result, MELA activities efforts focused on the development and testing of verbal forms to be used in a supplemental language arts curriculum.

A growing body of knowledge over the past ten years has indicated that experiences in oral communication often precede and complement children's learning to read and write. MELA staff review of selected literature works indicated that childlore, in particular the humorous verbal routines, could be used by teachers to stimulate children's development of effective speech skills, as well as reading, reporting, and writing skills, all of which are deemed both useful and relevant to their cognitive and affective skill development. Folklore materials (riddles, knock-knock jokes, catches, and narratives), collected from children themselves, were incorporated into the development of a supplemental language arts curriculum where teachers, parents, and children could engage in mutually satisfying experiences that included performing, speaking, listening, reporting, editing, reading, and writing materials from their own repertoire of experiences. The publication of a class

newspaper and the production of one or more dramatic presentations by the children were the activities designed to help facilitate the expression of childlore and the development of language arts skills.

3. Research Prior to Development

Some selected research studies were reviewed by the staff in preparation of package development. From earlier reviews of anthropological literature (SEDL, 1972, 1973), considerable information on children's folk materials was collected.

MELA's pre-package development efforts also included gathering information from on-site interviews with Anglo, Black, and Mexican American fourth and fifth grade students in the Austin area. The information collected from these interviews indicated that children in this age group also enjoy activities such as traditional riddles, knock-knock jokes, and rhymes. In addition, children in this age group indicated an eagerness to perform and recite longer narratives as well as to interview others in order to gather this kind of information.

Based upon these indications, a limited literature search, primarily of 1971-77 ERIC materials, was conducted in the areas of Dramatic Arts and Writing a Classroom Newspaper. This search revealed a dearth of literature related to research studies of fourth and fifth grade students in the area of verbal folklore as a facilitator of language arts development and increasing understandings with respect to multicultural education.

The following is an indication of some of the reference sources used in the conceptual design of Package C:

Beutler, Suzanne (1976) - Development of language arts skills through dramatic arts activities.

Gillies, Emily (1973) - Improving language arts skills and artistic abilities for all children.

Hampton School Board (1976) - Motivation for pupil participation in language arts.

Klein, Marvin L. (1977) - Use of discussion in language arts activities.

Kotesky, Frederick (1973) - Curriculum brief for Journalism I and II: ideas for curriculum activities for developing a classroom newspaper.

Lucky, Jacobs (1972) - Ideas for curriculum activities for dramatic arts unit.

McSweeney, _____ (1974) - Creative activities to encourage individual and group responsibility.

Pangilinan, Thomas and May Stanley (1973) - Ideas for scope and sequence of newspaper unit.

Willis, Barry (1975) - Enhancement of cognitive skills through script writing.

4. Goals and Objectives

The purpose of the Multicultural Experiences in Language Arts Component is to develop ways to stimulate language arts skills that will enable children to use language both formally and informally and with clarity and ease.

Specific development objectives for Packages A and B (second and third grades) were:

- o To increase children's experience in the application of oral language forms in a classroom setting where they draw on their own knowledge.
- o To increase children's awareness of ethnic pride and self-concept through recognition, use, and presentation of folklore.

- o To increase the production of communication with each other by providing structured opportunities for them to report and/or perform and document SR's (solicitational routines), e.g., riddles, knock-knock jokes, catches, and other verbal routines.
- o To strengthen children's communicative skills through interaction with adults of the community.
- o To increase children's aesthetic awareness through creative expression, performance, and presentation of childlore (verbal and non-verbal).
- o To relate children's own experiences in childlore to other educational programs in the school.
- o To demonstrate modeling strategies for teachers in order to elicit childlore from children.
- o To increase appreciation, awareness, and understanding of the variety of cultural groups in classrooms through teacher observation and recording of children.

Specific development objectives for Package C (fourth grade)

were:

- o To increase children's experiences in the use of oral language forms (interrogative routines, narrative descriptions, sequencing information, etc.) in a classroom setting, where children draw on their own knowledge.
- o To enhance children's sense of ethnic pride and self-confidence through recognition, use, and presentation of folklore.
- o To extend children's communication development by providing opportunities for them to report, perform, and document verbal routines, both those they have learned from others informally as well as their original ideas.
- o To strengthen children's communicative expertise (speaking, listening, interviewing, reporting) through interaction with other children and adults in the school and home.
- o To enrich children's artistic development through creative expression, performance, and presentation of childlore--verbally and non-verbally.
- o To provide teachers with a model for eliciting experienced-based oral language from children. This model can be used in other subject areas such as reading, social studies, creative writing, aesthetic appreciation, directed play, etc.

- o To enhance teacher appreciation and awareness of the variety of cultural groups in classrooms through interaction and observation of children's performances.

III. BRIEF DESCRIPTION OF PRODUCTS

A. Teacher Development Package, Grades 2-3.

The materials are in the form of four two-hour inservice workshop sessions*, each stressing a different phase of the total program. Teacher activities include skill development and practice through the use of:

- . simulation games;
- . filmstrip presentations and discussions;
- . selection of activities for enhancing cognitive and affective skills;
- . curriculum planning and scheduling;
- . roleplay.

Session One: Observing and Describing in the Classroom

The focus for this session is on (1) teaching children to learn through games and game-like activities and (2) the development of observing and describing skills along with higher order cognitive skills and problem solving skills. The workshop deals specifically with activities concerning teachers' modeling of observing and describing skills. Teachers are given printed materials which include game descriptions, guidelines for choosing games, sample observing and describing activities, and instructions for making games.

Revisions

During October 1, 1977 to May 30, 1978, the following revisions for marketing and diffusion were made:

*See Figures 1 and 2 for Teacher Development Evaluation Design.

- . additions to overview information as recommended by external reviewer;
- . changes in procedures to eliminate references to field test evaluation requirements;
- . finalization of introductory pages and update of copyright information

Session Two: Utilizing Children's Personality Traits

The focus for this session is on (1) observing children's behavior as they participate in informal activities and (2) designing activities to accommodate individual children's needs and characteristics. In this workshop, teachers play games and observe their own reactions and personality characteristics. They are informed about personality descriptions on a filmstrip and audiotape, and are then required to design activities to accommodate specific children in their classrooms.

Revisions

During October 1, 1977 to May 31, 1978, the following revisions for marketing and diffusion were made:

- . addition of an overview section;
- . minor changes in procedures as recommended by external reviewer;
- . changes in procedures to eliminate references to field test evaluation requirements;
- . finalization of introductory pages and update of copyright information.

Session Three: Ethnography in the Classroom

This workshop focuses upon training teachers to observe, record, and analyze classroom activities and their own behavior as catalysts to the behavior of their students. Teachers practice recording for

analysis of content presentation and classroom interaction. They have opportunities to note their behaviors in patterned sequences, which could be important in the development or elimination of these or different patterns.

Revisions

During this period of work, the following revisions for marketing and diffusion were made:

- . changes in procedures to clarify the use of the evaluation forms;
- . changes in procedures to eliminate references to field test evaluation requirements;
- . finalization of introductory pages and update of copyright information.

Session Four: Peer Tutoring

Workshop participants are informed about the types of tutoring which can be incorporated into their classrooms, with an in-depth stress on peer tutoring. A filmstrip/audiotape presentation is made and printed student vignettes are discussed. Teachers are then given the opportunity to design and critique actual plans for tutoring in their classrooms.

Revisions

During this period of work, the following revisions for marketing and diffusion were made:

- . changes in procedures to eliminate references to field test evaluation requirements;
- . finalization of introductory pages and update of copyright information.

Site Selection and Constraints

Further field testing, in addition to that done in FY 1976, was

planned, and numerous attempts were made to obtain sites. This effort was hampered by the following problems:

- a. Continued ILP funding was not confirmed until after the school year had begun (November 1977). Therefore, site contacts were made after most school site/district inservice plans were finalized which limited ILP entry into selected test sites.
- b. Lack of time in negotiating the site contract for obtaining access to school districts prevented ILP staff the opportunity to select districts according to geographical area as well as ethnic balance.

Three field test sites were ultimately identified and confirmed, and testing took place during February, March, and April. These sites were Mission, Texas; Hidalgo, Texas and Alief, Texas.

B. Teacher Development Package, Grades 4-5

The materials are in the form of two two-hour inservice workshop sessions, each stressing a different phase of the program. Teacher activities include skill development and practice through the use of:

- . filmstrip presentations and discussions;
- . games for forming groups;
- . small group skill games;
- . small group planning and scheduling;
- . creating skill-oriented games;
- . ethnographic techniques;
- . roleplay.

Session One: Informal Grouping for Teaching Skills

The workshop focuses on small group learning and presents informal activities, or games, for forming classroom groups. Participants engage in informal activities, see an overview presentation,

and play some of the commercial skill-oriented games which are suggested for use by small groups of students. They receive printed guidelines for small group selection and teaching, instructions for the grouping games, and suggestions for creating their own skill-oriented games.

Revisions

The workshop procedures were conceptualized and developed during the Fall of 1977. These were intended to be used as two separate sessions, "Informal Grouping for Teaching Skills" and "Creating Games for Teaching Skills." A design test workshop was held at SEDL on January 10, 1978. Twenty-eight teachers and several elementary level consultants critiqued the materials. As a result of their written evaluations and suggestions recorded in small group discussions, the following revisions were made for pilot test:

- . The two workshop sessions were made more concise and combined into one.
- . The concept of creating games for teaching skills was presented as one segment of the workshop.
- . Additional information was included in the teacher handouts for reference when planning expanded small group instruction and use and design of games in the classroom.

Session Two: Ethnography in the Classroom

The workshop focuses upon training teachers to observe, record, and analyze classroom activities and their own behavior as catalysts to the behavior of their students. Teachers practice recording for analysis of content presentation and classroom interaction. They have opportunities to note their classroom teaching behaviors in

patterned sequences, which could be important in the development of desirable/effective patterns and/or elimination of patterns which may be undesirable or ineffective.

Segments of the workshop procedures in which examples of classroom situations are presented were revised to be more appropriate for teachers of Grades 4 and 5. Overview information and the section on self-observation techniques were not revised.

Revisions

By incorporating the originally-planned second workshop into Workshop I, as described above, it was necessary to plan and develop content for a second workshop. Time constraints and the difficulties encountered in obtaining testing sites precluded design and testing a second workshop as planned. It was therefore decided to revise and utilize the basic format of the "Ethnography in the Classroom" Session which had been tested several times with Teachers of Grades 2 and 3. The reasons for this decision follow:

- Program contact persons at the National Institute of Education had recommended that ethnographic techniques be addressed by the Teacher Development Component.
- The content of the workshop had been received enthusiastically by participants and had been revised to a state of satisfactory effectiveness.
- The staff unanimously believed that the basic content was equally appropriate for upper elementary teachers, especially after making a number of classroom observations at that level.

Segments of the workshop procedures in which examples of classroom situations are presented were revised to be appropriate for teachers of Grades 4 and 5. Overview information and the section on self-observation techniques were not revised.

Site Selection and Constraints

Because of the shortened funding year, additional time constraints were placed upon the testing of the fourth and fifth grade packages. The ILP decided to design test the materials in an evaluation workshop instead of in classrooms. This was in an attempt to complete the contractual requirements in the allotted time. Numerous attempts were made to obtain pilot test sites; but were plagued by the same problems described above for Grades 2 and 3. This was compounded by the fact that the selected school districts' year was into its final quarter. One site was identified and confirmed; testing of the first workshop took place in March. No sites were available for testing the fourth and fifth grade ethnography package.

C. MELA Package B, Grade 3

The MELA Component staff followed the steps below in implementing the Package B for field testing:

- . gathering and analysis of pilot test data
- . making package revisions
- . identifying and selecting sites
- . conducting one-hour inservice workshop sessions

MELA B is a self-contained instructional package which contains the following items:

- | | |
|-------------------------|-----------------|
| . specified objectives | . worksheets |
| . objective-based tests | . picture cards |
| . filmstrip and tape | . audiotapes |

- . riddle resource book . Teacher Instructional Manual
- . student language books . Teacher Resource Materials

D. MELA Package C, Grade 4, Product Development

The MELA staff conceptualized, then design and pilot tested two sets of materials for fourth graders: (1) a Dramatic Arts Unit and (2) a Newspaper Unit.

1. Design Test

Design test involved (1) a period of intense observation during the classroom presentation of materials; (2) extensive interviews with teachers during the installation of materials and after the curriculum was completed; and (3) revisions of materials based on (1) and (2).

During design test, specific questions were asked of teachers which focused on their opinions about the adequacy of MELA preservice and classroom management training. In the teacher interviews, teachers reviewed each activity with respect to the child's success in meeting daily objectives, ease of management of the activity, appropriateness to time allotted and linkage of MELA skills to skills developed in traditional language arts activities. Staff observers recorded the percentage of children who met the activity objectives during each classroom observation.

2. Pilot Test

The activities included in pilot test were as follows:

- . specification of procedures to meet designated needs of each target population to be included in the test;
- . designation of a feedback evaluation system; (The system must incorporate a plan for use of feedback data and a proposed revision system with criteria to be applied.);

- conduct of a tryout (ascertaining time required, difficulty of product use, etc.) for a cycle of time appropriate to the nature of the product;
- refinement of the product according to the results of the tryout;
- refinement of the product until it meets the criteria designated for the completion of pilot testing.

Revisions

In both the Newspaper Unit and the Dramatic Arts Unit, goals and objectives were revised for each activity to more accurately reflect the kinds of tasks to be performed by the children and the kinds of skills that these tasks involve. Both units tended to be too lengthy for the time allotted, and were cut back considerably for the pilot test phase. The stimulus filmstrip, "Fuzzy, Freaky, and Fooey," used in the introductory activity for both units, appeared not to be of interest to fourth graders, and much of the content seemed irrelevant to the content of the two units. A more appropriate stimulus filmstrip was planned. However, time constraints precluded the possibility of completing this filmstrip for pilot test.

Some activities were re-sequenced in the Dramatic Arts Unit, and others were deleted or combined to provide smoother flow in the development of the dramatic production(s) by the children. Difficulties in producing the script were eased by giving the teachers more specific guidelines in helping their children to organize and assimilate ideas and to make decisions cooperatively. A sample script (transparency) was included as stimulus to show teachers and children the steps involved in writing a script.

In the Newspaper Unit, some changes were made in content because some concepts, such as point of view in writing news and feature stories, proved to be beyond the comprehension level of most fourth graders. Many activities were expanded and/or divided into two or more separate activities, because feedback suggested that they covered too much material for one session. Some innovations in teaching strategies demonstrated by design test teachers were incorporated into the curriculum. These included teacher modeling on some activities and grouping children for other specific tasks. Additional teacher guidelines for helping children make group decisions about the content of their newspaper, for facilitating interviews for newspaper stories, and for doing the layout and distribution of newspapers were added to unit activities. Design test of MELA materials was conducted with four teachers in the Austin area with two implementing the Newspaper Unit and two implementing the Dramatic Arts Unit.

Constraints

- . Time pressures for design, revision, and installation of materials caused problems in site selection and evaluation data gathering.
- . Time pressures were intensified by the fact that the design test units took longer to complete than the time allotted.
- . A two-week illness of one design test teacher caused further delays in teaching the Dramatic Arts Unit.
- . Organization and management skills of one design test teacher were not conducive to carrying out the Dramatic Arts activity plays in the way they were written.
- . Missing data in one design test site caused a problem in data summaries and revisions.

Pilot testing of Grade 4 materials was completed in the Spring of 1978. Pilot testing took place in two sites in Texas, McAllen and Temple. In McAllen, two schools with a total of five teachers participated. In Temple, Package C materials were tested in three schools with a total of twelve teachers.

IV. PRESENTATION OF EVALUATION FINDINGS

The information reported here includes data from (1) Field Test of Teacher Development Games Packages: Observing and Describing for Grades 2-3 and Personality Traits for Grades 2-3; Non-Games Package: Ethnography for Grades 2-3; (2) Design and Pilot Test of Informal Grouping for Teaching Skills for Grades 4-5; (3) Field Test of MELA A for Grade 2; (4) Field Test of MELA B for Grade 3; and (5) Design and Pilot Test of MELA C for Grade 4. See Figures 1 and 2 for a description of the TD Pilot Test and Field Test evaluation designs.

TABLE 1: PRODUCTS AND TEST STAGES FOR 1977-78

Product	Grades	Test Stage		
		Design	Pilot	Field
TD Games	(2-3)			x
TD Non-Games	(2-3)			x
TD Informal Grouping	(4-5)	x	x	
MELA A	(2)			x
MELA B	(3)			x
MELA C	(4)	x	x	

A. TD Games Package--Observing and Describing--Field Test

The Observing and Describing Package for Grades 2-3 was field tested at three sites: (1) St. Charles Parish, Louisiana--eight classrooms, (2) Mission, Texas--thirteen classrooms, and (3) Hidalgo, Texas--eight classrooms. St. Charles Parish serves a rural, largely Black population in Southern Louisiana. Mission and Hidalgo serve a rural, largely Mexican American population in South Texas.

EVALUATION QUESTIONS OF INTEREST	PROPOSED INSTRUMENTATION	DESIGN CONFIGURATION	DATA ANALYSIS MODEL
1. After exposure to the two 2-hour sessions constituting each Teacher Development package, do 75% of the teachers demonstrate knowledge of 75% of the specified cognitive concepts presented (e.g., cognitive learning styles of pupils)?	1. Package Mastery Assessment Form - a criterion-referenced measure consisting of approximately 20 items, each of which is designed to assess mastery of a cognitive objective which is considered by the development staff as a major intended teacher outcome for the package.	1. For each Teacher Development package: $X_1 X_2 0$ where: X_n = exposure to the Teacher Development session indicated by the subscript n. 0 = assessment of cognitive objective mastery Sample shall consist of a minimum of four classroom teachers in each of grades two and three in at least two central Texas school districts.	1. Correct responses of 75% of the teachers to 75% of mastery assessment items will be accepted as indicative of acceptable knowledge of cognitive concepts presented. Correct responses of fewer than 75% of the teachers to any item will be accepted as indicative of a need to strengthen that portion of the package addressing that concept.
2. Immediately following exposure to the two 2-hour Teacher Development sessions, do 75% of the teachers report perceptions that: a. cognitive objectives of the package are appropriate and relevant to teacher needs? b. affective objectives of the package are appropriate and relevant to teacher needs? c. training presentations were effectively managed? d. training presentations were interesting? e. appropriate time was allotted for training? f. training materials and media were instructive and/or formative?	2. Package Reactionnaire - a short participant reaction form, employing a checklist format with provision for obtaining unstructured comments and suggestions, which is designed to gather formative feedback from teachers regarding package objectives, training presentations, and training materials/media.	2. For each Teacher Development package: $X_1 X_2 0$ where: X_n = exposure to the Teacher Development session indicated by the subscript n. 0 = determination of participant reactions Sample same as above. (#1).	2. Positive responses of 75% of the teachers to reactionnaire items addressing the areas of concern specified in question 2 will be accepted as indicative of positive formative feedback. Positive responses by fewer than 75% of the teachers to any item will be accepted as indicative of a need to strengthen the package objectives, training presentation, and/or training materials/media.
3. When interviewed between 3 and 4 weeks following exposure to the Teacher Development sessions, do 75% of the teachers report perceptions that: a. they have been able to effectively implement and apply instructional techniques presented in the training (e.g., teacher modeling of observation and description)? b. they have gained in knowledge and skills useful for obtaining appropriate community information for increased awareness and appreciation of the cultures represented by pupils in their classrooms? c. they have an increased awareness of ethnography of the community as a result of their experiences with the Teacher Development packages? d. the cognitive benefits that they received were worth the time and resources required for implementation? e. the affective benefits they received were worth the time and resources required for implementation? f. they could continue to use the knowledge and skills obtained via the Teacher Development packages in their subsequent teaching?	3. Teacher Interview - a structured interview schedule, requiring approximately 15 minutes per teacher, which is designed to gather formative feedback from teachers regarding classroom application and worth of the knowledge and skills obtained in training.	3. For each Teacher Development package: $X_1 X_2 A 0$ where: X_n = exposure to the Teacher Development session indicated by the subscript n. A = application of concepts presented (3-4 weeks) 0 = structured interview Sample same as above (#1).	3. Positive response of 75% of the teachers to interview items addressing the areas of concern specified in question 3 will be accepted as indicative of beneficial application of presented knowledge and skills. Positive responses by fewer than 75% of the teachers to any item will be accepted as indicative of a need to revise portions of the packages relating to application of presented knowledge and skills.

NOTE: Process evaluation information regarding the two 2-hour training sessions and concurrent validation of selected teacher perceptual information from questions 2 and 3 will be obtained informally from Teacher Development trainers and nonparticipant observers.

FIGURE 2

PROPOSED REVISED FORMATIVE EVALUATION DESIGN FOR THE
TEACHER DEVELOPMENT COMPONENT, INFORMAL LEARNING PROGRAM
FIELD TEST

EVALUATION QUESTIONS OF INTEREST	PROPOSED INSTRUMENTATION	DESIGN CONFIGURATION	DATA ANALYSIS MODEL
1. After exposure to the four 2-hour sessions constituting each Teacher Development package and application of the concepts, did project teachers indicate that: a. the program helped them identify different types of games and the kinds of skills they can help teach? b. the program assisted them in observing and describing their children's personality traits which are related to learning styles, cultural backgrounds, and individual interests? c. the program assisted them in planning classroom learning activities which incorporate the use of games? d. the program assisted them in doing classroom ethnography--involving observing, recording, and analyzing their classroom behaviors as they relate to learning?	1a. Teacher Interview - a structured interview schedule, requiring approximately 15 minutes per teacher, which is designed to gather formative feedback from teachers regarding classroom application and worth of the knowledge and skills presented in the training. 1b. Observations by identified site personnel to gather formative feedback regarding classroom application of skills presented during training.	1a, b. For each Teacher Development Package: $X_1 A_1 O_1 \dots X_n A_n O_n$ Where: X_n = exposure to the Teacher Development session indicated by the subscript n A = application of concepts presented (3-4 weeks) O = structured interview, or staff observation	1a. Positive response of 75% of the teachers to interview items addressing the areas of concern specified, will be accepted as indicative of beneficial application of presented knowledge and skills. Positive responses by fewer than 75% of the teachers to any item will be accepted as indicative of a need to revise portions of the packages relating to application of presented knowledge and skills. 1b. Evidence of positive trends in teacher's skills in areas addressed.

EVALUATION QUESTIONS OF INTEREST	PROPOSED INSTRUMENTATION	DESIGN CONFIGURATION	DATA ANALYSIS MODEL
e. the program assisted them in identifying which kinds of learning activities are most effective for particular children's needs? f. the program provided them with ways to increase skills in making "on-the-spot" decisions to cope with a range of children's classroom behaviors? g. the program assisted them in determining the most effective ways of grouping children to meet developmental needs and learning styles? h. the program assisted them in determining when and how to effectively use peer tutoring as a method of increasing children's learning? i. the planning time required to implement the program's procedures was sufficient? j. if given the opportunity, they would participate in the program again with or without SEDL assistance? k. compared to their teaching strategies prior to TD, did the program provide them with more of an awareness of specific informal learning strategies and more motivation to use them?	1c. Pre-Service Evaluation - a short participant reaction form, with provision for obtaining unstructured comments and suggestions, which is designed to gather formative feedback from teachers regarding package objectives, training presentations, and training materials/media.	1c. For each Teacher Development package: $X_1 \ 0_1 \dots X_n \ 0_n$ X_n = exposure to the Teacher Development session indicated by the subscript n 0 = determination of participant reactions	1c. Positive responses of 75% of the teachers to reactionnaire items addressing the areas of concern specified in question 2 will be accepted as indicative of positive formative feedback.

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EVALUATION QUESTIONS OF INTEREST	PROPOSED INSTRUMENTATION	DESIGN CONFIGURATION	DATA ANALYSIS MODEL
30 l. they have been able to effectively implement and apply instructional techniques presented in the training (e.g., teacher modeling of observation and description)? m. they have increased their knowledge and skills in obtaining appropriate information for increasing their awareness and appreciation of the cultures presented by the pupils in their classrooms? n. the new knowledge and skills received were worth the time and resources required for implementation? o. they will continue to use the knowledge and skills obtained via the Teacher Development packages in their subsequent teaching?	2. Pre-Service Evaluation - a short participant reaction form, with provision for obtaining unstructured comments and suggestions, which is designed to gather formative feedback from teachers regarding package objectives, training presentations, training materials/	2. For each Teacher Development package: $X_1 \ 0_1 \dots X_n \ 0_n$ X_n = exposure to the Teacher Development session indicated by the subscript n 0 = determination of participant reactions	2. Positive responses of 75% of the teachers to reactionnaire items addressing the areas of concern specified in question 2 will be accepted as indicative of positive formative feedback.

EVALUATION QUESTIONS OF INTEREST	PROPOSED INSTRUMENTATION	DESIGN CONFIGURATION	DATA ANALYSIS MODEL
	media, and baseline data related to package objectives.		
3. Immediately following exposure to each of the four 2-hour Teacher Development sessions, did the trainer report that: - each package was sufficiently self-instructive? - each package provided sufficient information for a trainer to lead the training session? - the presentations were manageable within the time provided? - training materials and media were appropriate and easy to use?	3. Pre-Service Trainer Evaluation - a short trainer reaction form with provision for unstructured comments and suggestions, designed to gather feedback from trainers on the exportability of the package, the ability to "stand alone."	3. For each Teacher Development package: $X_1 \ 0_1 \dots X_n \ 0_n$ X_n = exposure to the Teacher Development session indicated by the subscript n 0 = determination of trainer reactions	3. Positive responses of 75% of the teachers to reactionnaire items addressing the areas of concern specified in question 2 will be accepted as indicative of positive formative feedback.

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1. Results of the Inservice Training Evaluation, presented in Table 2, show that the mean positive response (yes) for the participants (N = 29) at both sites was 96.3% with respect to the 17 items on the evaluation form. This would appear to indicate that participants at both sites were very pleased with the inservice training provided by ILP staff for this package.

TABLE 2: SUMMARY OF INSERVICE EVALUATION RESPONSES
TO GAMES PACKAGE--OBSERVING AND DESCRIBING
FIELD TEST

ITEM	PERCENTAGES				
	St. Charles N = 10		Texas Valley* N = 19		
	Yes	No	Yes	No	Undecided
1. After playing the card game, do you think you can adapt a game in your classroom to play with your children that creates an awareness of the importance of observing carefully and describing?	100	0	95	5	
2. Do you agree that using games can promote thinking skills?	100	0	100	0	
3. Do you think you can comfortably incorporate the principle of modeling in your classroom?	100	0	100	0	
4. Do you think the observing and describing activities will help you introduce observing and describing concepts to your children?	100	0	74	0	26
5. Do you feel the games you will make today will facilitate your installing these concepts in your classroom?	100	0	100	0	
6. Do you feel comfortable about the prospect of installing in your classroom the concepts we have covered today?	100	0	95	0	5

TABLE 2 (Continued)

ITEM	PERCENTAGES				
	St. Charles N = 10		Texas Valley* N = 19		
	Yes	No	Yes	No	Undecided
7. Do you anticipate any problems in installing the concepts in your classroom?	20	70	32	53	5
8. Do you think working with these games in the classroom will facilitate learning for some of your children who respond less enthusiastically to specific learning areas (such as math or reading)?	100	0	93	0	7
9. Have you worked with small groups working independently in the classroom?	100	0	89	11	
10. Do you feel comfortable about the prospect of working with small groups?	100	0	100	0	
11. Have you used formal teaching strategies in your classroom?	90	10	85	15	
12. Do you currently use games in your classroom?	80	20	85	15	
13. Regarding this training session, did you find it:					
a. helpful?	100	0	100	0	
b. interesting?	100	0	100	0	
c. appropriate for your needs?	80	20	100	0	
d. well presented?	100	0	100	0	
e. sufficient for application in your classroom?	90	10	86	14	

*The two Texas Valley sites, Mission and Hidalgo, are combined in this table.

2. Results of the Classroom Observation Form completed by principals at all sites are shown in Table 3. It appears that program installation for this package was observed as being successfully implemented based on mean percent of positive (yes) responses across both sites (mean percentage of positive responses was 94% for N = 23).

TABLE 3: SUMMARY OF CLASSROOM OBSERVATIONS
TO GAMES PACKAGE--OBSERVING AND DESCRIBING
FIELD TEST

ITEM	PERCENTAGES			
	St. Charles N=7		Texas Valley* N= 16	
	Yes	No	Yes	No
1. Are games or other informal activities being used in the classroom?	100	0	100	0
2. Are there children working with games?	57	43	100	0
3. Did you observe the teacher demonstrating observing and describing skills?	100	0	4	6
4. Did you observe the teacher modeling?	100	0	94	6

*The two Texas Valley sites are reported together in this table.

3. The Teacher Questionnaire was administered to "Valley" (South Texas) participating teachers only. Teachers completed the form following program installation. Results in Table 4 tend to show a generally favorable response toward the program based on responses to the post package installation questionnaire. With only one item having below 75% in positive (yes) responses, there was a mean positive (yes) response of 88.5% across all sites, N = 8.

TABLE 4: SUMMARY OF TEACHER QUESTIONNAIRE RESPONSES
TD GAMES PACKAGE--OBSERVING AND DESCRIBING
FIELD TEST

ITEM	PERCENTAGES	
	Texas Valley* N = 8	
	Yes	No
1. Did this program help you to identify types of games and the kinds of skills they can help teach?	100	0
2. List the games you have used (average numbers).	5.5	
3. Have you observed cognitive changes in your children that you could relate to their playing games?	75	25
4. Do you feel this program assisted you in planning classroom activities which use games?	75	25
5. Do you feel that you have increased your observing skills as a result of this program?	50	50
6. Do you feel you have been able to apply the instructional techniques presented in the preservice?	100	0
7. Do you feel that the pre-service you received was sufficient for you to implement the program?	71	29
8. Do you feel the time and effort were worth it?	100	0
9. Compared to your teaching strategies prior to TD, do you feel the program provided an awareness of informal learning strategies?	100	0

TABLE 4 (Continued)

ITEM	PERCENTAGES	
	Texas Valley* N = 8	
	Yes	No
10. Do you feel the program motivated you to use informal learning strategies?	100	0
11. Do you feel the program has increased awareness of the cultures represented by your children?	80	20
12. Do you find the concept of a teacher development package using games useful or of interest?	100	0
13. Do you feel you will continue to use the knowledge and skills you received in TD in your subsequent teaching?	100	0
14. If you had the opportunity to continue the program next year, would you choose to do so?	100	0

*The two Texas Valley sites are reported together in this table.

B. TD Games Package--Utilizing Children's Personality Traits--Field Test

Two of the same sites that field tested the observing and describing package also were involved in testing the Personality Traits Package: St. Charles Parish, Louisiana and Mission, Texas. Instruments used to evaluate the package included inservice evaluations and classroom observations.

1. Inservice evaluations were administered at both sites following the inservice training sessions. Results shown in Table 5 indicated that the inservice training was most helpful in preparing teachers

for installing and implementing the package in their classrooms, mean of positive (yes) responses to evaluation form items was 100% (N = 29).

TABLE 5: SUMMARY OF INSERVICE EVALUATION
TD GAMES PACKAGE--UTILIZING CHILDREN'S PERSONALITY TRAITS
FIELD TEST

ITEM	PERCENTAGES			
	St. Charles N = 16		Mission N = 13	
	Yes	No	Yes	No
1. Did the "Un Game" and "Don't Spill the Beans" help you become more aware of how your children's personality traits affect their learning?	100	0	100	0
2. Do you think the slide presentation helped you think of ways to deal with some specific personality traits of your children to enhance or encourage learning?	100	0	100	0
3. Do you think you can go back to your classroom and better use your children's personality traits to advantage after today?	100	0	100	0
4. Did you enjoy this inservice?	100	0	100	0
a. Was it interesting?	100	0	100	0
b. Was it helpful?	100	0	100	0
c. Did you need more?	0	100	0	100

2. There were forty (40) classroom observations in 29 classrooms. These were conducted by outside observers and focused on carrying out activity plans prepared and completed by teachers. Results,

presented in Table 6, indicated that the planned activities were reported as being successfully implemented by all teachers and that children appeared to have benefitted from them based upon observer reports. (Mean rating of 100% across all items, at both sites.)

TABLE 6: SUMMARY OF CLASSROOM OBSERVATIONS
TD GAMES PACKAGE--UTILIZING CHILDREN'S PERSONALITY TRAITS
FIELD TEST

ITEM	PERCENTAGES			
	St. Charles N = 15*		Mission N = 25*	
	Yes	No	Yes	No
1. Is this activity the one scheduled during the inservice for this child?	100	0	100	0
2. Is the activity geared to this child's personality characteristics?	100	0	100	0
3. Does child appear to be experiencing success with this activity?	100	0	100	0

*Number of observations.

3. Following installation of both Games Packages, participating teachers were asked to respond to post-installation questions in a recorded interview. Findings based upon analysis of transcriptions of these interviews revealed that all participating teachers appeared to have enjoyed the packages and expressed the feeling that their children benefitted from them. Teachers also reported that there were positive effects from using games, and they were glad to have been provided with a sound rationale for the use of games in classroom instruction by ILP staff.

C. TD Non-Game Package--Ethnography in the Classroom--Field Test

The Ethnography Package was field tested at two Texas sites, Alief Independent School District and Mission. Alief is a suburb of Houston. Fifteen (15) second and third grade teachers at Alief and eight (8) second and third grade teachers at Mission field tested the package. Instruments used to evaluate the package installation included teacher self-ratings, observer ratings and inservice evaluation.

1. Results of the inservice evaluation as shown in Table 7 indicate that teachers (N = 23) appeared to have enjoyed the inservice training and thought that the training would benefit their use of classroom ethnography activities (mean positive response of 96.6% across all items).

TABLE 7: SUMMARY OF INSERVICE EVALUATION
TD NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
FIELD TEST

ITEM	PERCENTAGES			
	Alief N = 15		Mission N = 8	
	Yes	No	Yes	No
1. Did you enjoy the inservice?	100	0	100	0
2. Was it helpful to you?	100	0	100	0
3. Do you see any value in reviewing your verbal and non-verbal behaviors in your classroom?	100	0	100	0
4. Do you think the observations will help you become more aware of your verbal and non-verbal behaviors?	100	0	75	25

2. Teachers and observers both used the same forms for observing classroom activities. Each observed period lasted for approximately one-half hour. Teachers tape-recorded classroom segments from which they rated their classroom statements and interactions with students. Observers rated teacher (N = 5) behavior during the actual observations of classroom package activities. Results of observer ratings (three per teacher) at Mission* as shown in Table 8 with respect to content analysis revealed the following trends: (1) a decrease in descriptive statements made from first to second and from first to third observations, (2) a decrease in explanation statements from first to second and from second to third observations, (3) a corresponding increase in abstraction statements from first to second and from second to third observations, and (4) a slight decrease in appraisal statements from first to second and first to third observations. The first three trends are in desired directions based upon package objectives.

TABLE 8: SUMMARY OF OBSERVER RATINGS - CONTENT ANALYSIS
 TO NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
 FIELD TEST - MISSION*

STATEMENTS	PERCENTAGES (N = 5)		
	1st Obs.	2nd Obs.	3rd Obs.
Description	12.9	7.8	9.5
Explanation	38.9	33.3	27.0
Abstraction	33.9	39.3	46.2
Appraisal	24.2	19.6	22.4

*No observations were made in Alief.

3. Results of observer interaction analysis ratings based upon three observations indicated overall (1) a desired decrease in knowledge statements, (2) a desired increase in teacher use of higher order statements, (3) a slight increase in teacher positive feedback to students and (4) a slight decrease in teacher negative feedback to students. These overall trends were in desired directions based upon package objectives.

TABLE 9: SUMMARY OF OBSERVER RATINGS - INTERACTION ANALYSIS
TD NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
FIELD TEST - MISSION*

STATEMENTS	PERCENTAGES (N = 5)		
	1st Obs.	2nd Obs.	3rd Obs.
Knowledge	11.9	6.4	11.0
Higher Order	46.8	44.6	52.5
Positive Feedback	12.2	14.6	14.2
Negative Feedback	1.5	2.0	1.2

*No observations were made in Alief.

4. The same forms were used by teachers for self-rating on three different occasions. Results of teacher self-ratings on content analysis, as shown in Table 10 and 11, revealed an overall increase in descriptive statements and explanation statements in Alief. Explanation statements decreased across observations at Mission. Abstraction statements decreased overall at both sites. Overall trends were not in the expected directions as prescribed by package outcomes.

5. Results of teacher self-ratings on interaction analysis as shown in Table 11, indicated (1) an overall decrease across observations in knowledge statements at Alief, but an increase at Mission; (2) an overall decrease at both sites in higher order statements; (3) an increase at Alief in positive feedback, but a decrease at Mission; and (4) a decrease at Alief in negative feedback with an increase at Mission. Overall the trends were not in desired directions as specified by package objectives.

TABLE 10: SUMMARY OF TEACHER SELF-RATINGS - CONTENT ANALYSIS
TD NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
FIELD TEST

STATEMENTS	PERCENTAGES					
	Alief (N = 6)			Mission (N = 11)		
	1st	2nd	3rd	1st	2nd	3rd
Description	2.4	5.4	5.7	7.8	10.8	10.5
Explanation	17.8	24.4	19.1	22.2	21.5	20.0
Abstraction	44.6	37.2	41.8	41.5	42.6	34.2
Appraisal	30.8	30.8	33.2	28.9	25.9	25.3

TABLE 11: SUMMARY OF TEACHER SELF-RATINGS - INTERACTION ANALYSIS
TD NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
FIELD TEST

STATEMENTS	PERCENTAGES					
	Alief (N = 6)			Mission (N = 11)		
	1st	2nd	3rd	1st	2nd	3rd
Knowledge	13.7	10.5	9.1	13.8	16.5	15.5
Higher Order	39.6	31.9	30.1	32.5	35.9	24.6
Positive Feedback	16.7	20.9	20.2	20.3	15.6	16.6
Negative Feedback	5.1	5.0	3.6	0.9	1.5	2.2

6. At the end of the package installation teachers were asked to respond to an interview. Results as shown in Table 12, indicated that the teachers (N = 17) reportedly benefitted from using the package in classroom (mean positive (yes) response of 94% by participants for all items across sites).

TABLE 12: SUMMARY OF POST-INSTALLATION QUESTIONS
TD NON-GAME PACKAGE--ETHNOGRAPHY IN THE CLASSROOM
FIELD TEST

ITEM	PERCENTAGES			
	Alief (N = 6)		Mission (N = 11)	
	Yes	No	Yes	No
1. Were you able to record yourself?	100	0	100	0
2. Did you find the forms useful?	100	0	100	0
3. Did you find the exercise of recording then analyzing your behavior of help to you?	100	0	100	0
4. Were you able to tell the ways your behavior influenced your children?	100	0	100	0
5. Did you change your classroom behavior in any way as a result of recording and analyzing?	67	33	82	18

D. TD Informal Grouping for Teaching Skills Package

The Informal Grouping Package for Grades 4 and 5 was design tested in Austin in January 1978. Twenty-eight fourth and fifth grade teachers and six elementary coordinators from Austin Independent School District participated in a two-hour workshop regarding the package. Evaluation of the workshop was conducted with the teachers only.

1. Results of an evaluation administered following the workshop session, as shown in Table 13, indicated that participants (N = 28) were generally pleased with the activities and that there was sufficient training for trial in their classrooms (mean positive (yes) response of 93.4% across all items).

TABLE 13: SUMMARY OF EVALUATION OF DESIGN TEST REVIEW
TD INFORMAL GROUPING FOR TEACHING SKILLS
DESIGN TEST

ITEM	PERCENTAGES (N = 28)	
	Yes	No
1. Did you enjoy the session?	100	0
2. Did you find it helpful?	96	4
3. Do you feel the package objectives are appropriate for you?	95	5
4. Do you feel that you can implement these objectives in your classroom during the next two weeks?	88	12
5. Did this workshop provide you with sufficient information to implement this program?	88	12

Pilot test of the Informal Grouping Package was conducted at McAllen, Texas. McAllen Independent School District serves a rural population in South Texas; six teachers participated. The Evaluation Design for pilot test of the package appears in Table 14. Instruments used to evaluate the installation training included an inservice evaluation, a classroom observation, and a final interview. The final interview with pilot test teachers was not conducted due to lateness of the school year. Neither principals nor teachers had the time or interest in completing the interview phase. Copies of these instruments are included in the Appendices Section.

TABLE 14: PILOT TEST EVALUATION DESIGN
 INFORMAL GROUPING FOR TEACHING SKILLS
 TD - 4th and 5th Grades

<u>Questions</u>	<u>Instrumentation</u>
1. Following the inservice and installation of the concepts presented did the teachers perceive that:	
a. the strategies presented in the inservice were effective when installed in the classroom.	a. Final Teacher Interview
b. the inservice provided sufficient information for installation.	
c. they would continue to use the strategies in their classrooms.	
2. During the TD installation do SEDL observers perceive that:	
a. Objectives were achieved by 75% of the teachers.	a. Classroom observation
b. the inservice provided sufficient information for installation.	
3. Immediately following the inservice did teachers perceive that:	a. Inservice Evaluation
a. package objectives were appropriate.	
b. the inservice was sufficient for installation.	
c. they would feel comfortable installing the program.	
d. training presentations were helpful.	

2. Results of the inservice Evaluation as shown in Table 15, indicated strong positive feelings overall by participants regarding inservice training, package appropriateness, and information about methods of implementation (mean positive (yes) response of 100% across all items).

TABLE 15: SUMMARY OF INSERVICE EVALUATION
TD INFORMAL GROUPING FOR TEACHING SKILLS
PILOT TEST

ITEM	PERCENTAGES	
	McAllen (N = 6)	
	Yes	No
1. Did you enjoy this inservice?	100	0
2. Did you find it helpful?	100	0
3. Do you feel the package objectives are appropriate for you?	100	0
4. Do you feel you can implement these objectives in your classroom?	100	0
5. Did this workshop provide you with sufficient information to implement the program?	100	0

3. Classroom observations were conducted with respect to implementation of activity plans developed and prepared by teachers. Results, as shown in Table 16, indicated that teachers (N = 6) were observed implementing the package in a highly successful manner with only a few classroom management problems being encountered (mean observer positive (yes) response of 89.4% across items 1-5).

TABLE 16: SUMMARY OF CLASSROOM OBSERVATIONS*
 TO INFORMAL GROUPING FOR TEACHING SKILLS
 PILOT TEST

ITEM	PERCENTAGES (N = 12)		
	Yes	No	
1. Were you able to observe the subject area planned for small group instruction?	100	0	
2. Were there concurrent small group activities?	100	0	
3. Do these correspond to those projected in the Activity Plan?	100	0	
4. Was the game used for grouping children?	58	42	
5. Did the children involved in the concurrent activities exhibit:			
a. excellent work skills	100	0	
b. good work skills	0	0	
c. poor work skills	0	0	
6. How many times were there teacher interruptions during the small group work?	NONE	ONCE	FOUR
	84	8	8
7. How many times were there other classroom assistants in the room?	NONE	ONCE	FOUR
	84	16	0

*Twelve observations were conducted.

E. MELA Package A--Field Test

MELA A was field tested in two sites, St. Charles Parish, Louisiana at seven schools and Mission, Texas at three schools. However, evaluation data were gathered at only two schools in St. Charles, but at all three in Mission. St. Charles Parish schools serve a rural, largely Black community in Southern Louisiana. Mission schools serve a rural, largely Mexican American community in South Texas. The units of analysis were each site. Within each site there were data gathered concerning the school, classroom teacher and students.

Instruments used in evaluating MELA A included (1) a preservice evaluation completed by teachers following the preservice workshop, (2) pre-post administered comprehension tests and spelling tests for children, (3) pre-post ratings of language arts skills, (4) fifteen objective mastery check-off sheets, one for each activity, (5) tallies of entries in student language books, and (6) classroom observation forms to be completed by on-site observers.

1. Results of the preservice evaluation as shown in Table 17, indicated that, overall, workshop participants reported the preservice activities as (1) being beneficial and (2) providing sufficient time in preparing them to install and use packages in their classroom (mean positive (yes) response was 87.3% across all items for both sites).

In addition to the evaluation provided by the MELA program, St. Charles Parish conducted a workshop evaluation of their own. Results, as presented in Table 18, show that a combination of the very good and good responses of participants across all items for this site indicates a 100% positive evaluation of the workshop (N = 21).

TABLE 17: SUMMARY OF PRESERVICE EVALUATION
MELA A - FIELD TEST

QUESTIONS	PERCENTAGES				
	St. Charles (N = 10)		Mission (N = 9)		
	Yes	No	Yes	No	Don't Know
I. 1. Did you enjoy the session?	100	0	100	0	0
2. Was it helpful to you?	100	0	100	0	0
3. Do you feel comfortable about using informal activities as tie-ins to language arts?	100	0	100	0	0
4. Is there an area about which you needed more information?	67	33	11	89	0
5. Is there an area about which you needed less information?	0	100	0	100	0
6. Do you feel this pre-service provided sufficient information to implement the program?	100	0	75	0	25
II. 1. Have you worked with small groups working independently?	100	0	89	11	0
2. Do you feel comfortable about the prospect of having three to four small groups going on simultaneously?	80	20	100	0	0

TABLE 18: SUMMARY OF ST. CHARLES PARISH WORKSHOP EVALUATION

ITEM	PERCENTAGES (N = 21)			
	VERY GOOD	GOOD	FAIR	POOR
1. Atmosphere provided by workshop leaders conducive to learning.	86	14	0	0
2. Demonstrating and illustrating useful ideas, concepts and techniques.	95	5	0	0
3. Attacking important problems in teaching in your area of specialization.	81	19	0	0

2. A test of comprehension was administered to children prior to package installation and following completion of the MELA A package activities. The stimulus filmstrip shown to children during the Introductory lesson was used as a basis for developing the test instrument's content. Using analysis of variance as the technique of analysis, results, as shown in Table 19, indicated a significant gain in pre-post scores for all students beyond the .001 level.

TABLE 19: SUMMARY OF COMPREHENSION TEST RESULTS
MELA A - FIELD TEST

SCHOOLS	MISSION			ST. CHARLES					
Grades	Grade 2 (N = 218)			Grade 2 (N = 23)			Grade 3 (N = 17)		
Mean Scores	Pre	Post	P*	Pre	Post	P	Pre	Post	P*
	14.63	30.09	.0000	2.91	4.35	.0004	.76	5.24	.0000

*P < .001

3. A pre-post spelling test was also administered to pupils participating in MELA A package. Words for the test were initially chosen by children during the pilot test stage. Final selection of words for the test was made by staff to assure that the words used were at grade level competency. Using analysis of variance as the technique for analysis, results, as shown in Table 20, indicated a significant increase from pre to post scores for all students beyond the .01 level.

TABLE 20: SUMMARY OF PUPIL SPELLING TEST RESULTS
MELA A FIELD TEST

SCHOOLS	MISSION			ST. CHARLES					
Grades	Grade 2 (N = 131)			Grade 2 (N = 46)			Grade 3 (N = 12)		
Mean Scores	Pre	Post	P*	Pre	Post	P	Pre	Post	P*
	37.17	47.01	.0000	1.80	5.07	.0000	.58	2.00	.0076

*P < .01

4. A teacher rating form was completed by teachers prior to and following MELA package installation in an attempt to determine if the MELA activities caused any change in pupil language arts skills. Although a direct cause-effect relationship could not be determined by this instrument, an indirect link was implied. Results, as presented in Table 21, indicated a raw score gain for all above average rated student's pre-post scores with one exception--creative writing at St. Charles Parish.

TABLE 21: SUMMARY OF TEACHER RATINGS
MELA A - FIELD TEST

	PERCENTAGES											
	Mission (N = 218)						St. Charles (N = 86)					
	Above Average		Average		Below Average		Above Average		Average		Below Average	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Spelling	26	37	29	26	40	35	0	0	18	10	82	82
2. Creative Writing	29	33	28	28	43	37	8	0	20	15	72	85
3. Willingness to perform before others	49	53	25	23	26	24	3	18	64	44	43	39
4. Memory	35	40	34	33	33	28	10	32	40	2	50	42
5. Sequencing	36	41	30	50	35	28	0	21	23	23	77	55
6. Comprehension	28	42	35	26	37	33	0	14	16	33	84	55
7. Interest in language arts activities	38	44	31	51	30	25	17	48	75	42	8	10
8. Observing and describing skills	33	34	27	25	41	38	17	31	16	21	67	48

5. Objective mastery check-off sheets for each activity were completed by all participating teachers. Results, as presented in Table 22, indicated 89% of all children at both sites mastered the objectives for all activities based on teacher reports.

TABLE 22: SUMMARY OF ACTIVITY OBJECTIVE MASTERY
MELA A - FIELD TEST

WEEK	PERCENTAGES	
	Mission (N = 78)	St. Charles (N = 34)
1. (Five activities)	94%	93%
2. (Five activities)	92%	98%
3. (Five activities)	80%	77%
Average (Fifteen activities)	89%	89%

6. As a part of the MELA activities, each child was given a Language Book for recording childlore collected from other children. As an indication of the success of the program, entries were tallied from each child's book. Results, as shown in Table 23, indicated that an average of 7.75 entries were made by St. Charles, Grade 2 students (N = 61) and an average of 9.57 entries were made by St. Charles, Grade 3 students (N = 21). Minimum package success was based upon an average of 5 entries per student.

TABLE 23: SUMMARY OF LANGUAGE BOOK TALLIES
MELA A - FIELD TEST

SITES	MISSION*	ST. CHARLES Grade 2 (N = 61)	ST. CHARLES Grade 3 (N = 21)
Mean Entries	--	7.75	9.57

*No data were received from Mission.

7. Classroom observation forms were completed by school principals based on actual observations of teachers engaged in MELA activities. Results, as shown in Table 24, indicated (1) that overall teachers were observed being able to install the program effectively, (2) that management did not pose a problem for most teachers, (3) that the stimulus materials were fairly effective (MELA moreso than independent activities), (4) that student participation was very high, and (5) student interest, enjoyment and enthusiasm for MELA was generally high.

TABLE 24: SUMMARY OF CLASSROOM OBSERVATIONS
MELA A - FIELD TEST

	PERCENTAGES					
	Mission (N = 14)			St. Charles (N = 7)		
	Yes	No		Yes	No	
I. Preparation						
A. Materials ready to use	100	0		100	0	
B. Materials convenient for child's use	43	57		100	0	
C. Physical arrangement suitable	100	0		100	0	
II. Management						
A. Grouping no problem	46	54		100	0	
B. Rotating of groups adequate	100	0		100	0	
C. Interruptions	8	92		0	100	
D. Comfort level with informal mode	100	0		100	0	
III. Stimulus Material						
A. MELA activity effective	69	31		100	0	
B. Independent activity effective	40	60		100	0	
IV. Interest and Enjoyment	High	Med	Low	High	Med	Low
Student enthusiasm	64	36	0	71	29	0
V. Participation	Yes	No		Yes	No	
Students performed comfortably	100	0		100	0	
Students shared repertoires	92	8		100	0	
Students accepted other ethnic cultures	92	8		100	0	
Teacher involved all students	92	8		100	0	
Teacher accepted student responses	100	0		100	0	

F. MELA B Package--Field Test

MELA B Package field tested at two sites, Mission and Hidalgo, Texas. Both sites serve predominately Mexican American, rural populations in South Texas. Thirteen teachers in three Mission schools and three teachers in Hidalgo participated in MELA activities. However, data were gathered from only eight of the Mission teachers and all three of the Hidalgo teachers.

Instruments used in evaluating MELA B included (1) a Preservice Evaluation, (2) pre-post Comprehension and Spelling Tests, (3) Objective Mastery Check-Off Sheets for each activity, and (4) Teacher and Administrator Demographic Questionnaire. The Preservice Evaluation and pre-post Comprehension Tests were the same as those used for MELA A.

1. Demographic Questionnaire completed by teachers and summarized by MELA staff, indicated that (a) 98% of the students in participating classrooms in Mission were Mexican American and 99% at Hidalgo; (b) Mission teachers averaged 5.15 years teaching experience and 4.74 years in Mission ISD; and (c) Hidalgo teachers averaged 7.7 years teaching experience and 2.7 years in Hidalgo ISD.
2. Results of the Preservice Evaluation as presented in Table 25, indicated that all participants reported the workshop as being (1) informative, (2) as providing sufficient training for installing the package, and (3) as a vehicle for more use of grouping for learning activities in their classrooms (mean positive (yes) response of 98% across all items for both sites).

TABLE 25: SUMMARY OF PRESERVICE EVALUATION
MELA B - FIELD TEST

QUESTIONS	PERCENTAGES			
	Mission (N = 8)		Hidalgo (N = 3)	
	Yes	No	Yes	No
I. 1. Did you enjoy the session?	100	0	100	0
2. Was it helpful to you?	100	0	100	0
3. Do you feel comfortable about using informal activities as tie-ins to language arts?	88	12	100	0
4. Is there an area about which you needed more information?	0	100	0	100
5. Is there an area about which you needed less information?	0	100	0	100
6. Do you feel this pre-service provided sufficient information to implement the program?	100	0	100	0
II. 1. Have you worked with small groups working independently?	100	0	100	0
2. Do you feel comfortable about the prospect of having 3 to 4 small groups going on simultaneously?	88	12	100	0

3. Results of the pre-post spelling test based upon spelling words selected by staff to assure grade level competency, as presented in Table 26, indicated a significant increase from pre to post scores at the .001 level (using analysis of variance).

TABLE 26: SUMMARY OF SPELLING TEST RESULTS
MELA B - FIELD TEST

SITES	Mission (N = 133)			Hidalgo*		
	Pre	Post	P	Pre	Post	P
Mean Scores	4.10	5.47	.001	--	--	--

*No data were received from Hidalgo.

4. Results of objective mastery check-off sheets, as shown in Table 27, indicated that a majority of the students mastered activity objectives for all activities (mean percentage of objective mastery was 89.3 for all activities at both sites).

TABLE 27: SUMMARY OF ACTIVITY OBJECTIVE MASTERY
MELA B - FIELD TEST

WEEK	PERCENTAGES	
	Mission (N = 165)	Hidalgo (N = 45)
1. (Five activities)	100	81
2. (Five activities)	91	83
3. (Five activities)	100	81
Average (Fifteen activities)	97	82

5. Classroom observation forms completed by on-site observers. Observations reported are from Mission. Hidalgo observations were not recorded because of scheduling conflicts. Results, as shown in Table 28 indicated that observers reported (1) that the program was effectively installed, (2) management was not a problem, (3) materials were being effectively used, and (4) student participation was high (mean positive response percentage of 100% across all items at both sites).

TABLE 28: SUMMARY OF CLASSROOM OBSERVATIONS
MELA B - FIELD TEST

ITEM	PERCENTAGES		
	Mission (N = 12)		
	Yes	No	
I. Preparation			
A. Materials ready to use	100		0
B. Materials convenient for child's use	100		0
C. Physical arrangement suitable	100		0
II. Management			
A. Grouping no problem	100		0
B. Rotating of groups adequate	100		0
C. Interruptions	0		100
D. Comfort level with informal mode	100		0
III. Stimulus Material			
A. MELA activity effective	100		0
B. Independent activity effective	100		0
IV. Interest and Enjoyment	High	Med	Low
Student enthusiasm	100	0	0
V. Participation	Yes	No	
Students performed comfortably	100		0
Students shared repertoires	100		0
Students accepted other ethnic groups	100		0
Teacher involved all students	100		0
Teacher accepted student responses	100		0

TABLE 28 (Continued)

	0-15 min.		Over 20 min.
	100		0
VI. Time for lesson	Over half	Half	Less than half
VIII. Mastery of objective	100	0	0

G. MELA C--Design and Pilot Test

MELA C was design tested in Austin, Texas at two neighborhood urban schools during the Fall of 1977. Two classrooms at Pillow Elementary and two at Harris Elementary participated in the testing. One classroom at each school tested the newspaper unit and one tested the drama unit.

Daily observation of classroom activities were conducted by ILP staff. Results from these observations assisted in helping ILP staff to make specific revisions in both content and procedural approaches of the training package materials.

MELA C was pilot tested at two sites, McAllen, Texas in five classrooms and Temple, Texas in twelve classrooms, both small urban settings serving the local urban and surrounding rural areas. Figure 3 represents the pilot test evaluation design for the MELA C package. Testing was completed during the Spring of 1978. The pilot test evaluation design is described in Figure 3. Demographic information regarding pupils is reported in Table 29 and teacher demographic information is displayed in Table 30.

TABLE 29: SEX AND ETHNIC SUMMARY OF PUPILS
MELA C - PILOT TEST

SITE	BLACK	MEX AM	ANGLO	MALE	FEMALE
Temple	3 (2%)	11 (7%)	145 (91%)	49 (38%)	80 (62%)
McAllen	0	192 (96%)	8 (4%)	94 (47%)	106 (53%)

Specific data were gathered with the following instruments: (1) Pupil/Teacher Demographic form; (2) Preservice Evaluation Sheet; (3) Pupil Pre-Post Vocabulary Test; (4) Teacher Pre/Post Rating Form of Pupil Skill Development; (5) Classroom Observer Checklists; and (6) Post Teacher Interviews.

FIGURE 3
PILOT TEST EVALUATION DESIGN
MELA C - FOURTH GRADE

1. During the MELA activities do teachers perceive that:
 - a. specific language arts and related skills are developed?
 - b. the MELA activities provide for children to make input to the content of a language arts activity?
 - c. the preservice training was sufficient to install the activities?
 - d. the MELA activities are appropriate as a fourth grade language arts supplement?
 - e. acceptable levels of teacher efforts were required for implementation?
 - f. the MELA activities provided opportunities for children to work together who previously had not?
 2. During the MELA activities do SEDL staff observers perceive that:
 - a. specific language arts and related skills are developed?
 - b. activity purposes are achieved?
 - c. activity plans provide teachers with sufficient information to implement?
 - d. materials included provide sufficient stimulus for student motivation?
 - e. the preservice training was sufficient to install the activities?
- a. Pre-post teacher rating of language arts and related skills.
 - b. Weekly recorded teacher interviews (three).
 - c. Preservice evaluation.
 - a. Classroom observations.

- f. the MELA activities are appropriate as a fourth grade language arts supplement?
 - g. the MELA activities provide for children to make input to the content of a language arts activity?
3. During the MELA activities do the target pupils indicate that:
- a. MELA activities develop specific language arts and related skills?
 - a. Pre-post vocabulary test.
 - b. they were motivated to participate in a child-guided language arts activity?
 - b. Products produced; newspaper or drama presentation.

TABLE 30: SUMMARY OF TEACHER DEMOGRAPHIC INFORMATION
MELA C - PILOT TEST

ITEM	FREQUENCY	
	McAllen (N = 6)	Temple (N = 7)
1. Teacher sex		
M	2	0
F	4	7
2. Position		
Teacher	5	7
Aide	1	0
3. Number of others in room		
0	3	6
1	3	1
2	-	-
4. Grade taught		
4	6	7
5. Number of pupils in room		
27 or less	0	6
28-30	0	1
30+	6	0
6. Number of female pupils	106 (53%)	80 (49%)
7. Number of male pupils	94 (47%)	83 (51%)
8. Number of Anglo pupils	8 (4%)	145 (91%)
9. Number of Black pupils	0	3 (2%)
10. Number of Mexican American pupils	192 (96%)	11 (7%)
11. Average number of years in classroom	1.5	13.7
12. Average number of years in district	2.5	13.9

1. Results of the preservice evaluation of MELA C, as shown in Table 31, indicated that overall teachers were very satisfied with training and felt it to be sufficient for classroom installation

(mean positive response percentage of 98.6 for all items at both sites).

TABLE 31: SUMMARY OF PRESERVICE EVALUATION
MELA C - PILOT TEST

QUESTIONS	PERCENTAGES			
	McAllen (N = 5)		Temple (N = 12)	
	Yes	No	Yes	No
A 1. Did you enjoy the session?	100	0	100	0
2. Was it helpful to you?	100	0	100	0
3. Do you feel comfortable about using informal activities as tie-ins to language arts?	100	0	100	0
4. Is there an area about which you needed more or less information?	0	100	0	100
5. Do you feel this preservice provided sufficient information to implement the program?				
B 1. Have you worked with small groups working independently?	100	0	100	0
2. Do you feel comfortable about the prospect of having 3 to 4 small groups going on simultaneously?	83	sort of 17	100	0

2. Pupil vocabulary tests were administered prior to and following the installation of MELA C in Temple. Data were not received from McAllen. Results, as shown in Table 32, indicated a significant increase from pre to post test mean scores beyond the .01 level (using analysis of variance).

TABLE 32: SUMMARY OF VOCABULARY TEST RESULTS
MELA C - PILOT TEST

Mean Scores	Temple, Grade 4 (N = 116)			Temple, Grade 5 (N = 64)		
	Pre	Post	P*	Pre	Post	P*
	6.38	8.87	.0000	6.17	7.59	.0000

*P < .01

3. Results, as shown in Table 33, are from the Teacher Rating forms. These ratings were analyzed on a pre-post basis to determine teacher perceptions of how well MELA C activities further developed specific language arts and related skills. The data indicated (1) an increase of skills in thirteen (13) categories for the "Above Average" pupils based on teacher ratings for both Temple and McAllen from pre to post; (2) an increase of skills in nine (9) categories for "Average" pupils based on teacher ratings from pre to post at both sites; (3) a decrease in the number of "Below Average" pupils as rated by teachers in fourteen (14) of the skill categories from pre to post for both sites combined.

Evidence of student motivation to participate in MELA C activities was measured by the number of these materials that classrooms produced: (1) newspaper or (2) Director's Notebook. Across all sites the eight (8) participating classrooms each produced a newspaper. In addition, nine (9) classrooms produced a total of eighteen (18) dramas.

TABLE 33: SUMMARY OF TEACHER RATINGS
MELA C - PILOT TEST

CATEGORY	Temple (N = 12)					
	PRE			POST		
	Above Av.	Av.	Below Av.	Above Ave.	Av.	Below Av.
1. Spelling	36.0*	41.5	20.3	40.8+	45.6+	13.4-
2. Creative Writing	37.2	25.4	15.4	39.2+	46.8+	14.2-
3. Reading comprehension	43.0	33.8	23.6	34.8+	46.4+	19.0-
4. Memory	44.0	31.6	24.4	44.0	44.4+	11.6-
5. Sequencing	28.8	45.0	25.2	35.8+	45.0	19.0-
6. Handwriting	26.4	54.0	19.6	28.6+	49.4-	24.2+
7. Interest in Language Arts activities	39.4	42.4	17.6	38.2-	47.8+	13.6-
8. Problem solving skills	30.6	34.4	21.8	48.8+	38.2+	13.6-
	McAllen (N = 5)					
	PRE			POST		
	Above Av.	Av.	Below Av.	Above Ave.	Av.	Below Av.
1. Spelling	38.7	55.3	7.3	76.0+	18.7-	4.0-
2. Creative Writing	34.0	41.0	24.3	62.3+	22.3-	4.0-
3. Reading comprehension	32.7	57.0	16.7	41.3+	51.0-	6.0-
4. Memory	33.0	52.3	15.7	46.7+	43.3-	10.3-
5. Sequencing	39.0	38.0	23.0	55.5+	42.0+	8.5-
6. Handwriting	15.0	56.0	29.0	22.0+	72.0+	9.0-
7. Interest in Language Arts activities	33.7	51.3	15.7	48.7+	38.0-	15.7
8. Problem solving skills	38.0	29.0	32.0	44.0+	47.0+	0 -

*These are percentage figures which represent the number of children that teachers reported at each level for the categories listed.

-Represents decrease from pre to post.

+Represents increase from pre to post.

4. Classroom observations were completed by an on-site observer at both sites. Results as shown in Table 34, indicated observers found that (1) teachers were well prepared in presenting and stimulating interest in classroom activities; (2) classroom management was not a problem during these activities; (3) overall pupils were positive in their interaction with the materials; the setting for these activities

was most desirable; (4) the purpose of these activities was almost always stated and usually achieved; (5) language arts skill activities associated with MELA C were observed as taking place almost 85% of the time; and (6) observations indicated that MELA C activities were conducted within the suggested half-hour time period 88% of the time in both sites combined.

Post package testing interviews with teachers revealed a feeling that the program was beneficial for their children, although some teachers felt that the activities were too advanced for their children. All teachers felt that the activities took up too much time; however, all agreed that if extended to a longer installation period, they would like to use it again.

TABLE 34: SUMMARY OF CLASSROOM OBSERVATIONS
MELA C - PILOT TEST

ITEM	PERCENTAGES					
	McAllen (N = 15)			Temple (N = 29)		
	Yes		No	Yes		No
1. Did the teacher appear to be well-prepared?	100		0	97		3
2. Was the stimulus provided appropriate?	100		0	100		0
3. Was management a problem?	0		100	0		100
4. Rate pupil	H	M	L	H	M	L
Interest	60	40	0	79	14	7
Attentiveness	60	40	0	79	14	7
Participation	60	40	0	79	14	7
5. Was the room arrangement suitable for the activity?	100		0	96		4
6. Was the purpose for this activity stated?	100		0	90		10
7. Were the language arts skills listed for this activity observed?	90		10	80		20
8. Was the purpose stated for this activity achieved?	50		50	90		10
9. How long did the activity last?	Less than 30 min.		30 or more	Less than 30 min.		30 or more
	100		0	76		24

V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

While several of the data findings appear to be interesting and useful, caution should be exercised in making broad generalizations. Several reasons for such caution are discussed here. First, no methods of randomization were used in selecting the test sites and subjects. ILP staff had to utilize situations where persons were willing to accommodate and had an interest in the TD and MELA materials formative evaluation. Neither the sites nor the subjects were representative of such variables as racial composition, socioeconomic levels, teaching experience, sex (gender), geographic location, school/classroom size, and grade levels. Second, although contrary to ILP/site discussions, agreements and arrangements, some participants were not included in or aware of the decision making process regarding their participation in material evaluation activities. Although ILP staff were able to overcome much of the negative feelings this tended to generate, some uncooperativeness and negative feelings were encountered. The extent to which these affected materials testing and evaluation was not determined.

Third, although observers were used at each site, only minimal training was provided. In addition, no efforts were undertaken with respect to checking observer reliability. A range of people served as observers. These included principals, coordinators, students, other teachers and ILP staff. While all were made familiar with and used the same observer forms, their backgrounds and orientations may have had an effect on how data were recorded and reported. Fourth, some sites had less time than others to install and test for materials effectiveness. No measures were taken to control for these effects, if indeed they had an impact on material use and evaluation.

These circumstances should be borne in mind with respect to the tentativeness and limitations of conclusions that are offered here.

A. Teacher Development (TD)

In general, materials developed for this component were designed to increase teacher understanding, acceptance and use of informal learning strategies as a means of teaching cognitive skills. Two kinds of material packages were developed: (1) Game Strategy Packages and (2) Non-Game Packages.

The Game Strategy Packages were specifically designed to develop teacher skills in:

1. using games in classroom instruction
2. identifying pupil skills to be taught with games
3. observing/describing pupil personality traits through use of games
4. modeling expected game behaviors of children
5. planning classroom activities which incorporate game usage

The Non-Game Strategy Packages were specifically designed to develop teacher skills in:

1. using ethnographic techniques to study classroom learning behaviors
2. curriculum planning/materials selection
3. decision-making with respect to dealing with a range of classroom behaviors
4. improving pupil grouping for learning activities
5. using peer tutoring in classroom learning

The success of the Teacher Development packages during all phases of testing seems to indicate that teacher training materials which are not tied to any specific curriculum approach are effective for classroom informal learning activities. Results of testing the Game Strategy Packages

reinforced consensus statements made by participants in the needs sensing conference (SEDL, 1976). More specifically, it was affirmed that (1) play can be utilized in the classroom as a learning tool; (2) training packages for teachers can include a variety of roles for teachers and be successful; (3) games can be selected which promote basic skill development, reinforcement of thinking and problem solving skills, and development of special skills among pupils; and (4) games and other informal techniques can be incorporated into the "regular" current curriculum and be effective, provided teachers are given appropriate training.

TD games were introduced successfully in classrooms as a complement to formal instruction. Teacher reports and classroom observations both indicated that children benefitted from working with the game activities. The Non-Game Strategy Package, *Ethnography in the Classroom*, showed similar results. Teachers reported positive feelings as a result of using the self-evaluating forms, and they expressed gratitude for having the technique made available to them. Teachers also felt they had changed some of their classroom behavior as a result of the self-analyses, and further that this technique should be made available to teachers at all grade levels.

It appears that future efforts regarding teacher preparation should include specific training for elementary teachers in strategies for implementing informal learning as a complement to formal instruction. Interviews with teachers who tested the game packages, along with those who tested the informal grouping package, revealed positive changes in their own classroom behavior as well as increased student participation in learning activities

as a result of exposure to the use of informal learning strategies.

Results of Inservice Evaluations for all packages tested appear to have emphasized the value of providing training with respect to the implementation of informal techniques in the classroom. Classroom observation findings reinforced the value of inservice teacher training prior to package implementation. Teachers apparently were carrying out package activities as prescribed and with minimal problems.

Classroom management of informal and small group instruction requires somewhat different skills from formal, large group instruction. In order for informal strategies to work smoothly and effectively, more training in classroom management skills appears to be needed.

Results of the Ethnography in the Classroom Package emphasized the importance of systematic methods and training as a means of evoking more objective teacher self-evaluation with respect to their classroom performance. Teacher reports revealed positive classroom behavior changes which resulted in more positive teacher-student interactions and an environment more conducive to learning. Future research in this area should consider focusing on studying the effectiveness of techniques for self-evaluation which can be taught to teachers in short periods of time (such as a two-hour inservice) and provide specific information (such as percent of teaching time spent in giving positive feedback).

Teachers appear to need and appreciate learning different ways of recognizing then dealing with various pupil learning styles in their classrooms. Results of classroom observations and teacher reports from the testing of two packages seem to further indicate this need. Evaluation findings from package testing of (1) Utilizing Children's

Personality Traits, and (2) Ethnography in the Classroom, appear to give further evidence that children can participate in classroom learning activities and provide leadership in certain learning activities, when they have opportunities to utilize their own styles.

Wherever packages were tested and wherever presentations were made, frequent teacher requests for more information were made. Such requests seem to indicate that teachers want and/or need more information regarding ways to enhance classroom learning. Information which further encourages the teacher utilization of games and informal activities in the classrooms should be made available on a broader basis.

Teacher interviews which were conducted prior to package testing revealed that games were usually frowned upon as learning tools because of the lack of understanding regarding their learning potential. However, once teachers and administrators understood the rationale, importance and value of using games for classroom learning and saw some positive results after use of the same, they were more willing to integrate informal learning strategies (games, etc.) into the classroom learning environment. In addition, these educators felt that such information should be made available, on a wider basis, to other teachers and administrators. It was hoped that such information would help to eliminate the misconception concerning the value of games only as entertainment devices. Instead, there perhaps could develop a more positive attitude on the part of teachers toward value and use of informal learning materials/strategies as viable learning devices.

In order to implement games and other informal strategies effectively in classrooms, it appears that training should be provided with respect to creating alternative scheduling and flexible environments as a means of maximizing pupil learning. Classroom observations during package testing,

as well as interviews with teachers following package testing, indicated that flexibility in scheduling and classroom arrangement were important catalysts for using informal learning activities. As a result of package testing, it was concluded that teachers and administrators need more information about the effect of relationships between pupil learning and the learning environment and how informal learning strategies can add to the positiveness of this relationship.

B. Multicultural Experiences in Language Arts (MELA)

This component is designed to develop culturally relevant supplemental language arts activities for elementary school classrooms. Materials collected from children are used as part of a language arts curriculum that includes the use of traditional childlore such as riddles, knock-knock jokes, jump rope and handclap rhymes, narratives, tongue-twisters, and other verbal routines to develop traditional language arts concepts. Oral language, language comprehension, reading, writing, spelling, reporting, and dramatics are some of the skills these packages help to develop.

The primary teaching strategy of the units was the development of the child as a resource for childlore materials to be used in classroom publications and dramatic productions. The packages specify that teachers will be able to perform the following tasks:

1. elicit traditional and other verbal routines from children by modeling, asking questions, accepting responses;
2. provide a reporting or performance atmosphere for the sharing and presentation of students' repertoires;
3. establish a methodology for student gathering of additional information from their homes, neighborhoods, or communities.

The packages were designed so that informal teaching strategies such as small-group instruction, game-like activities, dramatic play, and using the child as a resource are integrated into existing classroom settings. Each of these efforts entailed development and product/strategy testing with children from three ethnic groups, Anglo, Black, and Mexican American. ILP activities are viewed as an integral part of larger schooling efforts designed to further enhance children's cognitive development and understanding of multiculturalism.

Teacher interview data from all three MELA packages indicated a need for providing elementary teachers with strategies and materials for incorporating childlore into the curriculum. The data revealed that children should be given opportunities to provide input into the content of the classroom curriculum. Data from classroom observations tended to affirm this revelation, in that observers often noted children having opportunities to help determine the content of what was to be taught or learned. Choosing curriculum content from the experiences of the learners appears to relate classroom learning more closely to the life experiences of learners. This would seem to assist pupils in better understanding the value of learning and the need for schooling. Teachers indicated that they desired more information regarding a method of incorporating children's input into the content of classroom learning experiences. Specifically, some teachers expressed the desire for using childlore as curriculum content, but felt that there was a need for guidelines to help them do so.

Teacher interview data findings indicated that teachers also needed assistance in several other areas as a means of making informal learning strategies more effective. These included the following:

1. management skills for implementing new learning approaches
2. clearly defined rationale regarding importance and use of informal learning strategies.
3. development of additional skills in facilitating informal learning activities in classroom
4. identifying informal learning strategies that are available
5. selection of informal learning strategies that motivate and facilitate basic skill acquisition.

Results from pre-post data regarding pupil competency in skill areas, as perceived by their teachers, after instruction using informal learning strategies, indicated that the informal learning techniques appeared to contribute to pupil gains in most skill areas. It would seem that the use of informal learning strategies can increase pupil competency in skill areas. Therefore, informal learning strategies can positively complement the more formal approaches to teaching cognitive skills.

The informal MELA packages were basically designed to be used as a language arts supplement. However, these packages have the potential for expansion into other subject areas. Teachers themselves can do it, but apparently few have enough time to do so. Teachers seem to benefit from self-instructional/self-contained materials for implementing new strategies and new approaches to teaching basic skills through informal methods. In all MELA package interviews, teachers expressed gratitude for having prepared, sequenced lesson plans and materials which were

integral to the package. The result was shorter teacher planning time and less time involved with collecting needed materials. Teachers reported that the biggest hindrance to implementing any innovative classroom strategies was the additional planning time required and the time needed for collecting materials. Further, most teachers stated that they would be less inclined to use a program which required the gathering and use of large amounts of supplementary materials.

Data from interviews of participating teachers indicated their desire for more programs that promote multicultural learning experiences among pupils. Many teachers reported that there appeared to be an increase in interaction and sharing among pupils from the different cultural groups in their classrooms as a result of experiences with MELA package activities. With the increasing amount of exposure to and interface with pupils from various cultural backgrounds in today's classrooms, it would appear that there is also an increasing need for learning strategies which (1) are relevant to the multicultural nature of our society, (2) allow pupils of all ethnic backgrounds to participate fully and equally and (3) to provide leadership opportunities for pupils of all ethnic backgrounds in the classroom.

At the beginning of MELA research and development efforts, searches for available teacher training/classroom programs dealing with informal learning activities yielded little information. Practically no programs existed which promoted informal classroom learning strategies that could be practically implemented by teachers. More packages which provide specific activities such as MELA appear to be needed, as well as those which provide specific skills and strategies that can be applied across subject areas. Additional research and training are needed to make

teachers and administrators more aware of the need for providing informal learning experiences and the use of a more informal environment for learning. Systematic and structured learning can take place in an informal setting. The merits and benefits of using informal techniques in the classroom need to be more widely disseminated. Additional research is necessary to extend what is known about the successes of informal techniques. Also more materials and training are needed to continue the successful development of informal approaches to learning similar to those resulting from the MELA and Teacher Development programs.

All evaluation data analyzed for MELA A (Grade 2) indicated that the programs experienced overall success with respect to implementation. This included data collected from teachers as well as competency/comprehension tests which indicated pre-post gains in several competency skill areas was pleasing, since MELA is a three-week supplemental language arts package. Nevertheless, significant pre-post increases were measured in spelling and comprehensive skills. Teacher ratings of pupil pre-post gains also indicated positive changes in eight language arts related skills. Findings also indicated that (1) ease of installation, (2) pupil enjoyment, and (3) academic benefits to pupils, particularly those who did not previously participate successfully in regular language arts activities, were other important outcomes of package testing and use.

Results of data analysis for MELA B (Grade 3) is not as positive as for MELA A, although there are some similarities. Pre-post analysis of spelling test data found significant increases among pupils, whereas, comprehension tests did not reveal such increases. Data results from

teacher pre and post ratings for eight language arts related skill areas revealed pupil increases similar to those found in MELA A results.

Data analyzed for MELA C revealed findings that indicated significant pre-post increases in vocabulary test scores and positive increases from pre to post teacher ratings in most of the eight language arts related skills of pupils tested.

Based on reports of teachers during post interviews, there was satisfaction with being able to use the program, and it was felt to be beneficial to their students.

During MELA package testing, teachers expressed a desire for more programs which provide ways of including children's input into curriculum development. Further appreciation was expressed for opportunities which provided a variety of leadership role experiences for children not usually recognized and/or allowed to assume such roles in the classroom. There was teacher gratification with respect to the program's capability for motivating students in language arts skill building, particularly those students who previously had not performed well in language arts activities. Teachers also reported that MELA activities helped them to know the children better and to better understand them through the use of childlore activities. Most teachers who participated in MELA package testing indicated that they would use it again in the future.

C. Implications and Recommendations

Both TD and MELA package development and testing appear to have been moderately successful for teachers and pupils. Although the various evaluation efforts experienced some difficulties which have influenced the degree of specificity regarding outcomes, there appears to be real

possibilities for using materials such as these in elementary school classrooms. The packages contain elements which seem to be of benefit to teachers and learners. An important aspect of these materials and activities is the informal nature with which they are presented for use. It appears that teachers can provide and pupils can gain basic knowledge and skills through informal (game-like) learning experiences.

Traditionally, classroom learning experiences for elementary school pupils has been more on the formal (structured) side. While ILP staff respect the need for such an approach at various times during the learning process, it posits that an informal learning approach can have positive effects, too. Well-planned informal learning activities, accompanied by appropriate supplementary materials, appear to (1) stimulate pupil interest, (2) motivate pupils to participate, (3) foster pupil acquisition of knowledge and skills, (4) lessen the formality of learning, (5) allow teachers to observe and study pupils more closely, and (6) provide teachers with a vehicle for dealing with those learners who appear to be hard to reach.

The key to success in terms of utilizing informal learning strategies and materials for elementary school appears to be dependent upon the thoroughness of teacher pre and inservice preparation experiences. Clearly, teachers enjoyed more personal and classroom success when they felt that a sufficient amount of package training had been provided. In addition, effectiveness was enhanced when teachers perceived the use of such strategies was not as an additional teaching burden, but rather as an innovative method of expanding the potential to increase pupil and teacher achievement and satisfaction. This assumption is based upon the apparent effectiveness of teacher pre-preparation activities conducted by ILP staff.

The continued development of teacher teaching skills and the infusion of a multicultural approach to educational experiences are important to enhancing the experiences of classroom learners. Both the TD and MELA materials are attempts to help facilitate experiences in these two areas. Their conceptualization, design, use, evaluation of effectiveness and revision all have been based upon direct involvement of the target audience (pupils and teachers) for whom they were being developed.

Based upon the overall findings from package development activities the following general conclusions are offered:

1. Teachers can utilize informal learning strategies and related materials to increase pupil knowledge and skill acquisition.
2. Teachers appear to enjoy the range of flexibility with respect to activity planning and grouping that using informal learning strategies and materials allows.
3. Informal learning materials and strategies appear to stimulate and/or create interest in learning among pupils having difficulties in grasping that which is being taught.
4. Informal learning activities appear to provide teachers with more time and opportunities to observe, gather information about and describe pupils in their classrooms as a means of better dealing with learning needs.
5. Informal learning strategies and materials appear to be an excellent method of providing teachers and pupils with experiences concerning important concepts, understandings and skills related to multicultural education.

6. Informal learning strategies and materials appear to be effective in promoting cognitive achievement among elementary school pupils particularly in the language arts area.
7. In a very basic sense, teachers can be trained to effectively utilize several ethnographic techniques as a means of gathering information with respect to pupil learning characteristics and behaviors.
8. Formal and informal classroom instruction can be effectively combined and used by teachers to enhance pupil cognitive and multicultural learning.

As a result of experiences gained during the development of both the TD and MELA packages, the ILP staff makes the following recommendations regarding informal learning strategies and materials for use in elementary school classrooms:

1. That wider and more indepth research be conducted with respect to the effectiveness of informal learning strategies and materials as a means of increasing pupil learning.
2. That teacher training institutions consider the infusion of informal learning skill development into the preservice preparation of prospective elementary teachers.
3. That materials be developed and tested which are logical grade level extensions of the informal learning strategies and materials thus far produced by ILP staff.
4. That teachers be encouraged to develop skills in using some of the basic ethnographic techniques for gathering data on pupil learning styles and behavior.

5. That the teaching of language arts skills be further enhanced through teacher use of multicultural information sharing from pupils and their family or community members.
6. That all avenues be explored with regard to contracting a commercial publisher for marketing the ILP materials which have completed the field test cycle.
7. That the findings of these developmental efforts be disseminated as widely as possible to those individuals, organizations, agencies, and institutions which are involved with the teaching-learning process.

APPENDIX A

Evaluation Instruments

Teacher Development Games Package

Observing and Describing in The Classroom

INSERVICE EVALUATION
TEACHER DEVELOPMENT GAME STRATEGY PACKAGE
OBSERVING AND DESCRIBING IN THE CLASSROOM
FIELD TEST

1. After playing the card game, do you think you can adapt a game in your classroom to play with your children that creates an awareness of the importance of observing carefully and describing? Yes ___ No ___ Why (not)?

Comments: _____

2. Do you agree that using games can promote thinking skills? Yes ___ No ___

Comments: _____

3. Do you think you can comfortably incorporate the principle of modeling in your classroom? Yes ___ No ___

Comments: _____

4. Do you think the observing and describing activities will help you introduce observing and describing concepts to your children? Yes ___ No ___

Comments: _____

5. Do you feel the games you will make today will facilitate your installing these concepts in your classroom? Yes ___ No ___

Comments: _____

6. Do you feel comfortable about the prospect of installing in your classroom the concepts we have covered today? Yes ___ No ___

Comments: _____

7. Do you anticipate any problems in installing the concepts in your classroom? Yes ___ No ___

Comments: _____

CONTINUED

8. Do you think working with these games in the classroom will facilitate learning for some of your children who respond less enthusiastically to specific learning areas (such as math or reading)? Yes ___ No ___

Comments: _____

9. Have you worked with small groups working independently in the classroom? Yes ___ No ___

Comments: _____

10. Do you feel comfortable about the prospect of working with small groups? Yes ___ No ___

Comments: _____

11. Have you used informal teaching strategies in your classroom? If yes, please list and briefly describe. Yes ___ No ___

12. Do you currently use games in your classroom? If yes, please list type of game and purpose for use. Yes ___ No ___

Type of Game	Purpose
_____	_____
_____	_____
_____	_____
_____	_____

13. Regarding this training session, did you find it:

- a. helpful? _____
b. interesting? _____
c. appropriate for your needs? _____
d. well presented? _____
e. sufficient for application in your classroom? _____

Comments: _____

TEACHER DEVELOPMENT GAME STRATEGY PACKAGE
OBSERVING AND DESCRIBING IN THE CLASSROOM
CLASSROOM OBSERVATION FORM
FIELD TEST

TEACHER: _____ OBSERVER: _____

CITY: _____ SCHOOL: _____ DATE: _____

During the two weeks immediately following the inservice, please observe each teacher at least three times for 15-20 minutes, using this form. Pre-schedule your visits with each teacher so informal activities can be planned.

1. Are games or other formal activities being used (or are they available) in the classroom? Yes ___ No ___. Please list.

2. Are there children working with games? Yes ___ No ___. How many groups? ____.

3. Did you observe the teacher demonstrating observing and describing skills? Yes ___ No ___.

4. Did you observe the teacher modeling? Yes ___ No ___.

5. Please describe briefly what activities are occurring in the classroom during this observation.

SCHOOL: _____

DATE: _____

TEACHER QUESTIONNAIRE
TEACHER DEVELOPMENT GAMES PACKAGE 1
FIELD TEST

1. Did this program help you identify different types of games and the kinds of skills they can help teach? Yes ___ No ___

2. Please list the games you have used and the skills they helped teach.

<u>Game Description</u>	<u>Skill</u>
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____
(6) _____	_____
(7) _____	_____
(8) _____	_____

3. Have you observed cognitive changes in your children that you could relate to their playing games? Yes ___ No ___ If yes, please comment.

4. Do you feel this program assisted you in planning classroom activities which use games? Yes ___ No ___ If yes, please comment.

5. Do you feel that you have increased your observing skills as a result of this program? Yes ___ No ___ If yes, please comment.
- _____
- _____
- _____
6. Do you feel you have been able to apply the instructional techniques presented in the preservice (modeling observing and describing)? Yes ___ No ___
7. Do you feel that the preservice you received was sufficient for you to implement the program? Yes ___ No ___ If you could have used more or less information, please comment.
- _____
- _____
- _____
8. Do you feel the time and effort required were worth it? Yes ___ No ___
9. Compared to your teaching strategies prior to TD, do you feel the program provided an awareness of informal learning strategies? Yes ___ No ___
10. Do you feel the program motivated you to use informal learning strategies? Yes ___ No ___
11. Do you feel the program has increased awareness of the cultures represented by your children? Yes ___ No ___
12. Do you find the concept of a teacher development package using games useful or of interest? Yes ___ No ___
13. Do you feel you will continue to use the knowledge and skills you received in TD in your subsequent teaching? Yes ___ No ___
14. If you had the opportunity to continue the program next year, would you choose to do so? Yes ___ No ___
15. Other Comments: _____
- _____
- _____
- _____

APPENDIX B

Evaluation Instruments

Teacher Development Games Package

Utilizing Children's Personality Traits

TEACHER DEVELOPMENT
PERSONALITY TRAITS AND LEARNING STYLES
INSERVICE EVALUATION
FIELD TEST

1. Did the "UnGame and "Don't Spill the Beans" help you become more aware of how your children's personality traits affect their learning? Yes___
No___

Comments: _____

2. Do you think the slide presentation helped you think of ways to deal with some specific personality traits of your children to enhance or encourage learning? Yes___No___

Comments: _____

3. Do you think you can go back to your classroom and better use your children's personality traits to advantage after today? Yes___No___ How?

4. Did you enjoy this inservice? Yes___No___

5. Was it interesting? Yes___No___

6. Was it helpful? Yes___No___

7. Did you need more/less? (If so, what?) _____

8. Comments: _____

THANK YOU

TEACHER DEVELOPMENT GAME STRATEGY PACKAGE
OBSERVING AND DESCRIBING IN THE CLASSROOM
CLASSROOM OBSERVATION FORM
FIELD TEST

TEACHER: _____ OBSERVER: _____

CITY: _____ SCHOOL: _____ DATE: _____

During the two weeks immediately following the inservice, please observe each teacher at least three times for 15-20 minutes, using this form. Pre-schedule your visits with each teacher so informal activities can be planned.

1. Are games or other formal activities being used (or are they available) in the classroom? Yes ___ No ___. Please list.

2. Are there children working with games? Yes ___ No ___. How many groups? ___.

3. Did you observe the teacher demonstrating observing and describing skills? Yes ___ No ___.

4. Did you observe the teacher modeling? Yes ___ No ___.

5. Please describe briefly what activities are occurring in the classroom during this observation.

POST-INSTALLATION TEACHER QUESTIONNAIRE
TEACHER DEVELOPMENT GAMES PACKAGE
FIELD TEST

INSTRUCTIONS: Ask the questions in a conversational style, recording the entire proceedings. No one is to be identified. Accept all responses. If you feel a response to any question is incomplete, probe for a satisfactory response. Please allow adequate time for all responses. Encourage comments to yes-no questions if none are offered.

1. Ask if this program helped identify different types of games and the kinds of skills they can help teach.
2. Ask teachers if they used the games they made during the inservice. Did they share games among teachers?
3. Ask teachers to list other games they used and the skills they helped teach.
4. Ask if they observed cognitive changes in their children that they could relate to their playing games.
5. Ask if they feel this program assisted them in planning classroom activities which use games, and if so, how.
6. Ask if they feel that they have increased their own observing skills as a result of this program.
7. Ask if they feel they have been able to apply the instructional techniques presented in the preservice, such as modeling, observing, and describing.
8. Ask the teachers how they have changed in the ways they deal with their children's learning styles.
9. Ask if they feel any children have become more interested in learning because of their changed behavior. How?
10. Ask them to describe any activities they developed that were geared to the personality traits and learning styles of their children.
11. Ask if they feel that the preservice received was sufficient to implement the program. Ask if they could have used more or less information.
12. Ask if they feel the time and effort required were worth it.

13. Compared to their teaching strategies prior to TD, do they feel the program provided an awareness of informal learning strategies?
14. Ask if they feel the program motivated them to use informal learning strategies.
15. Ask if they feel the program has increased awareness of the cultures represented by their children.
16. Ask if they find the concept of a teacher development package using games useful or of interest.
17. Ask if they feel they will continue to use the knowledge and skills received in TD in subsequent teaching.
18. If they had the opportunity to continue the program next year, would they choose to do so?

TEACHER DEVELOPMENT GAME STRATEGY PACKAGE
UTILIZING CHILDREN'S PERSONALITY TRAITS
CLASSROOM OBSERVATION

Observer: _____

Teacher: _____

Child: _____

Personality: _____

Date: _____

Activity: _____

Please note the child, personality characteristic and activity scheduled by the teacher on the Activity Plan during the inservice.

1. Is this activity the one scheduled during the inservice for this child?
Yes___No___

2. Is the activity geared to this child's personality characteristic?
Yes___No___

Comments: _____

3. Is the activity successful for this child? Yes___No___

Comments: _____

4. Please note any other comments you feel would be helpful.

APPENDIX C

Evaluation Instruments

Teacher Development Non-Game Package

Ethnography in the Classroom

Teacher: _____ School: _____ Date: _____ Grade: _____

Observer: _____ Lesson: _____ Purpose: _____

As you listen to the audio tape, record in sequence each sentence you make by placing a dot beside the appropriate description.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Description																																								
Explanation																																								
Abstraction																																								
Appraisal																																								

	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
Description																																								
Explanation																																								
Abstraction																																								
Appraisal																																								

	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
Description																																								
Explanation																																								
Abstraction																																								
Appraisal																																								

SUMMARY

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Description			
Explanation			
Abstraction			
Appraisal			

TEACHER DEVELOPMENT

Non-Game Ethnography
INTERACTION ANALYSIS

Field Test

Teacher: _____ School: _____ Date: _____ Grade: _____

Observer: _____ Lesson: _____ Purpose: _____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Knowledge Statement																																								
Knowledge Question																																								
Higher Order Statement																																								
Higher Order Question																																								
Positive Feedback																																								
Negative Feedback																																								
Student Statement																																								
Student Question																																								

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Knowledge Statement																																								
Knowledge Question																																								
Higher Order Statement																																								
Higher Order Question																																								
Positive Feedback																																								
Negative Feedback																																								
Student Statement																																								
Student Question																																								

41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

SUMMARY

Classification	Total Entries	No. Entries per Classification	% Time by Classification	% lower/higher order
Knowledge Statement				}
Knowledge Question				
Higher Order Statement				
Higher Order Question				

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Positive Feedback			
Negative Feedback			
Student Statement			
Student Question			

TEACHER DEVELOPMENT
NON-GAME STRATEGY PACKAGE: ETHNOGRAPHY IN THE CLASSROOM
POST-INSTALLATION QUESTIONS
FIELD TEST

1. Were you able to record yourself since the inservice?

_____ Yes _____ No

2. How many times? Content Analysis _____

Interaction Analysis _____

3. Did you find the recording forms useful?

_____ Yes _____ No

4. Did you find the exercise of recording, then analyzing your behavior of help to you?

_____ Yes _____ No

5. Were you able to tell the ways your behavior influenced your children?

_____ Yes _____ No

6. Did you change your classroom behavior in any way as a result of recording and analyzing?

_____ Yes _____ No

Please list the ways.

OVER

7. Please record the summary information from each form below. Record the information in sequence from first analysis to last.

CONTENT ANALYSIS

First Analysis Date: _____

Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Description			
Explanation			
Abstraction			
Appraisal			

Second Analysis Date: _____

Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Description			
Explanation			
Abstraction			
Appraisal			

Third Analysis Date: _____

Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Description			
Explanation			
Abstraction			
Appraisal			

INTERACTION ANALYSIS

First Analysis Date: _____ Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification	% lower/higher order
Knowledge Statement				
Knowledge Question				
Higher Order Statement				
Higher Order Question				

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Positive Feedback			
Negative Feedback			
Student Statement			
Student Question			

Second Analysis Date: _____ Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification	% lower/higher order
Knowledge Statement				
Knowledge Question				
Higher Order Statement				
Higher Order Question				

Classification	Total Entries	No. Entries per Classification	% Time by Classification
Positive Feedback			
Negative Feedback			
Student Statement			
Student Question			

Third Analysis Date: _____ Purpose: _____

Classification	Total Entries	No. Entries per Classification	% Time by Classification	% lower/ higher order	Classification	Total Entries	No. Entries per Classification	% Time by Classification
Knowledge Statement				}	Positive Feedback			
Knowledge Question					Negative Feedback			
HigherOrder Statement				}	Student Statement			
HigherOrder Question					Student Question			

8. Other Comments: _____

THANK YOU

APPENDIX D
Evaluation Instruments
Teacher Development
Informal Grouping for Teaching Skills

TEACHER DEVELOPMENT
INFORMAL GROUPING FOR TEACHING SKILLS
INSERVICE EVALUATION
PILOT TEST

1. Did you enjoy this inservice workshop? Yes___ No___
2. Did you find it helpful? Yes___ No___
3. The package objectives are:
 1. The teacher will use games and other informal strategies as techniques for grouping children for classroom activities.
 2. The teacher will train children to engage in independent learning activities with minimum adult supervision.
 3. The teacher will expand small group instruction to at least two subject areas in which it has not been previously used.

Do you feel the package objectives are appropriate for you?

Objective 1 Yes___ No___

Objective 2 Yes___ No___

Objective 3 Yes___ No___

If "no" was checked, please comment:

4. Do you feel you can implement these objectives in your classroom during the next two weeks?

Objective 1 Yes___ No___

Objective 2 Yes___ No___

Objective 3 Yes___ No___

If "no" was checked, please comment:

5. Did this workshop provide you with sufficient information to implement the program? Yes ___ No ___

If "no" was checked, please comment:

6. Other Comments:

THANK YOU

TEACHER DEVELOPMENT
INFORMAL GROUPING FOR TEACHING SKILLS
CLASSROOM OBSERVATION
PILOT TEST

Observer: _____ Teacher: _____

Date: _____ School: _____ Site: _____

For each observation refer to the Teacher's Activity Plan.

1. What are the subject areas planned for expansion to small group instruction? (Item 3b)

2. Were you able to observe either?

Neither _____ (Please explain why): _____

3. What concurrent activities are going on in the classroom?

4. What strategy was used for grouping the children? (Item 1 of Activity Plan)

_____ Game

_____ Other: (Describe) _____

5. Did the children who were involved in the concurrent activities exhibit:

_____ excellent independent work skills

_____ good independent work skills

_____ poor independent work skills

6. How many times was the teacher interrupted by a) children outside the subject group she was working with, b) to discipline or redirect concurrent activity groups? _____ times

7. How many other classroom assistants were in the room? _____
What were they doing?

8. Comments: _____

GROUPING GUIDELINES
(Teacher Handout)

Small Group Instruction

A. Benefits of Small Group Instruction.

1. Students are more likely to receive instruction suitable to their own needs.
2. There are more opportunities for individual participation.
3. Shy, quiet, or self-conscious children are less pressured in small groups.
4. The physical closeness of small groups tends to provide a greater sense of identity.
5. Teachers can evaluate pupil progress more easily.
6. Remedial work and enrichment activities can be provided more efficiently.
7. Many older elementary children are mature enough to work with others in small groups without direct supervision; teachers may have several simultaneous group activities underway.
8. The influence of peers is utilized by constructive interaction with each other.
9. Teaching can be adapted to children's preferred learning styles.
10. Verbal interaction among children on different levels of achievement can be increased.
11. Cooperative and team-like behaviors can be fostered.
12. Increased participation in art, games, writing, etc. can be encouraged.
13. Children's self-esteem can be increased.
14. Children who never finish their work can be encouraged.
15. The attention of children who are inaccurate because of speed can be increased.

ACTIVITY PLAN
INFORMAL GROUPING FOR TEACHING SKILLS

1. Please check the games you plan to use for grouping.

Prai _____

Duck, Cow _____

Mingle, Mingle _____

Sentence Game _____

Chalk Game _____

Other (specify) _____

2. Please list the activities you plan to use to train your children in independent group learning.

- 3a. Please list each subject area you teach and indicate whether it is total class, large group, small group, or individualized.

<u>Subject</u>	<u>Group Size</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 3b. Please list the two subject areas you plan to expand to small group instruction.

<u>Subject</u>	<u>Number Per Group</u>	<u>Schedule</u>
_____	_____	_____
_____	_____	_____

4. Please list the dates you plan to begin each activity.

<u>Activity</u>	<u>Starting Date</u>
(1) <u>Games for grouping</u>	_____
(2) <u>Independent group learning activities</u>	_____
(3) <u>Expanded small group instruction</u>	_____

TEACHER DEVELOPMENT
INFORMAL GROUPING FOR TEACHING SKILLS
FINAL TEACHER INTERVIEW
PILOT TEST

Record the interview. Identify the site and package name (above) at the beginning of the tape. Do not record teachers' names. The interview may not proceed according to the order shown below, but be sure each question is covered.

1. How did it go?
2. Did your children enjoy using games?
3. How did they respond to independent grouping--any management problems? Any ways we can address these during the inservice?
4. Did you enjoy using the strategies?
5. Did they help you in working with small groups?
6. Did they result in your using more grouping?
7. Will you continue using them? or use them again next year?
8. Was the preservice workshop sufficient to install the package? If not, what would you like to see added?

APPENDIX E
Evaluation Instruments
MELA A

MELA PACKAGE A - GRADE 2
CLASSROOM OBSERVATION FORM
FIELD TEST, SPRING 1977

Teacher _____ School _____ Date _____
Unit _____ Activity _____ No. in Class _____ No. in Group _____ Observer _____

	A	B	C
M			
F			

I. PREPARATION (Teacher):

- A. Materials ready to use: Yes () No ()
B. Materials convenient for child's use: Yes () No ()
C. Physical Arrangements suitable: Yes () No ()

Comments: _____

II. MANAGEMENT (Teacher):

- A. Grouping: Not problem () Problem ()
B. Rotating of groups adequate: Yes () No ()
C. Independent groups: Didn't interrupt () Interrupted ()
D. Comfort level with informal mode: Comfortable () Uncomfortable ()

Comments: _____

III. STIMULUS MATERIAL

- A. MELA Activity: Effective () Not effective () Stimulus: _____
B. Independent Activity: Effective () Not effective () Independent Activity: _____

Comments: _____

IV. INTEREST AND ENJOYMENT:

Student: Enthusiastic () Attentive throughout () Attentive then inattentive ()
Inattentive then attentive () Inattentive throughout ()

Comments: _____

V. PARTICIPATION:

Student: performed before others comfortably: Yes () No () Comments: _____
shared repertoires with others comfortably: Yes () No () _____
accepted other ethnic groups: Yes () No () _____
Teacher: involved all students in group: Yes () No () _____
accepted children's responses: Yes () No () _____

VI. TIME FOR LESSON:

Total Group () Small Group ()
0-15 () 16-20 () 20+ ()

VII. MASTERY OF OBJECTIVE:

All None About $\frac{1}{2}$ Less than $\frac{1}{2}$ More than $\frac{1}{2}$

MELA PACKAGE A - GRADE 2
WEEKLY TEACHER INTERVIEW
FIELD TEST

Week 1

Instructions: Ask the questions in a conversational style with the recorder on. Accept all responses. If you feel a response to any question is incomplete, probe for a satisfactory response. No one is to be identified. Please allow adequate time for all responses.

1. Ask how the first week went.
2. Ask if there were any problems.
3. Review each Activity for strengths and weaknesses, beginning with Activity 1. Have the teachers refer to each activity in their handbooks to refresh their memories.
4. Ask if they were comfortable with the informal style.
5. Ask if anyone had management problems.
6. Ask if the Language Books were effective as a stimulus.
7. Ask if the filmstrip was effective as a stimulus.
8. Ask if the filmstrip was effective in introducing the children to the forms used in Week 1.
9. Ask if they would like to see anything added or deleted from the activities.

MELA PACKAGE A - GRADE 2
WEEKLY TEACHER INTERVIEW
FIELD TEST

Week 2

Instructions: Ask the questions in a conversational style with the recorder on. Accept all responses. If you feel a response to any question is incomplete, probe for a satisfactory response. No one is to be identified. Please allow adequate time for all responses.

1. Ask how the second week went.
2. Ask if there were any problems.
3. Review each Activity for strengths and weaknesses, beginning with Activity 1. Have the teachers refer to each activity in their handbooks to refresh their memories.
4. Ask if they noticed any children working together or sharing who had not previously done so.
5. Ask if they see tie-ins to the traditional language arts program.
6. Ask if they would like to see anything added or deleted from the activities.

TEACHER RATING POST-MELA

Teacher _____

School _____

No. Children _____

Date _____

Please indicate the number of your children who fall into the categories below.

Example: If you have 30 children in your class and half are average spellers, 8 are above average, 2 excellent, 3 below average, and 2 poor spellers, you would complete item 1 as follows:

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling	2	8	15	3	2

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling					
2. Creative Writing					
3. Willingness to perform before others (ex.: during show and tell, etc.)					
4. Memory					
5. Sequencing					
6. Comprehension					
7. Interest in language arts activities					
8. Observing and describing skills					

ATTITUDE INSTRUMENT INSTRUCTIONS

Give each child a booklet. Have the children put their names on the solid line on the cover.

Tell the children that they are to tell whether or not they liked MELA, or Riddle Time (or whatever they called it).

In item one the children are to rank in order their preferences from the five listed. They will draw a line from the number 1 to the activity on the list that they most enjoy. Then draw a line from the number 2 to their next favored activity and so on.

In item two the children are to circle the face that shows how they feel about Riddle Time. If they enjoyed it, they circle the smiling face; if they did not enjoy it, they circle the frowning face; if they can't decide or didn't feel either way, they circle the face in the middle. NOTE: Throughout the instructions, please use the terms, "smiling face," "frowning face" and "the face in the middle."

In each successive item, the directions are the same. The children are to circle the face that tells how they feel about that item.

You may allow your children to work independently after giving them the instructions, or you may read the items aloud.

When completed, collect the booklets and keep them. They will be returned to SEDL. If children ask why they are doing this task, you may tell them the people who write MELA want to know how they liked it.

THANK YOU.

MELA PACKAGE A - GRADE 2
SPELLING TEST INSTRUCTIONS
FIELD TEST

In order to determine possible benefits of the MELA activities, we are administering spelling words prior to and following the activities.

1. Include the words given below in your next spelling test along with the words regularly given or you may wish to give them as a separate test.

This spelling test should be given prior to beginning the MELA activities.

Words: (1) who (6) rhyme
(2) riddle (7) because
(3) there (8) cannot
(4) yellow (9) jump rope
(5) knock (10) handclap

2. Include these same words at the end of the third week of MELA activities along with the words regularly given in the spelling test.
3. Provide both tests to the SEDL staff.
4. Please have students write their first and last names and the date on each spelling test.

MELA PACKAGE A - GRADE 2
FUZZY, FREAKY, AND FOOEY COMPREHENSION TEST

Instructions to Teacher

After you have shown the filmstrip, "Fuzzy, Freaky, and Fooey," and discussed it for a brief period, tell the children that they are going to have a chance to write about the filmstrip. You do not need to call it a test, but please do not give clues or discuss word play before the test. Pass out a booklet to each child. Have them write their names and yours on the cover. Read the directions aloud; then have the children respond to each item in writing. You may read items for children who need help.

APPENDIX F
Evaluation Instruments
MELA B

MELA B
WEEKLY TEACHER INTERVIEW
FIELD TEST

Record each session. Do not identify teachers on recording.

1. Go through each activity, asking teacher to refer to their Instructional Guides. Ask for problems they had and successful activities.

The following questions may be asked each week if they were not answered in Question 1.

2. Do you think the children enjoyed the activities?
3. How did you feel using the informal style?
4. Did you use modeling? Was it comfortable/useful?
5. Did you use questioning? Was it comfortable/useful?
6. How did you feel about having small groups?
7. What management problems do we need to address?
8. Do you see tie-ins to your traditional language arts program?
9. Did the activities help those children who had previously lagged behind in language arts skills?
10. Was each activity stimulus effective? (i.e., Language Books, riddling bingo game, collecting from home, etc.).

The following questions should be covered during the final interview.

11. Would you like to see anything added to the activities?
12. Would you like to see anything deleted from the activities?
13. Was the level of difficulty appropriate for your children?
14. Did the writing and spelling present many problems?
15. Did the writing and spelling hinder recording all that they had to report?
16. Could you give us any suggestions for handling the writing and spelling problems?
17. Do you feel your time was well-spent on this project?
18. Will you use the activities again?

MELA PACKAGE B - GRADE 3
SPELLING TEST INSTRUCTIONS
FIELD TEST

In order to determine possible benefits of the MELA activities, we are administering spelling words prior to and following the activities.

1. Include the words given below in your next spelling test along with the words regularly given or you may wish to give them as a separate test.

This spelling test should be given prior to beginning the MELA activities.

Words: (1) Cinderella (6) rhyme
(2) riddle (7) elephant
(3) Johnny (8) thumb
(4) heaven (9) kiss
(5) knock (10) downtown

2. Include these same words at the end of the third week of MELA activities along with the words regularly given in the spelling test.
3. Provide both tests to the SEDL staff.
4. Please have students write their first and last names and the date on each spelling test.

DEMOGRAPHIC QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

Program: _____

Test Phase: _____

This questionnaire is designed to obtain basic background information from school administrators who are now involved in program activities of the Southwest Educational Development Laboratory. All answers and comments will be treated confidentially and for statistical or descriptive purposes only--unrelated to any individual who has provided the information. Please answer all applicable questions by printing or marking clearly. Thank you for your cooperation and assistance.

_____/_____/_____
Date

1. Name: _____ 2. Sex: _____

3. School: _____

Address: _____ Phone: _____

City State Zip

4. School District: _____

5. The title of my position is: _____

6. My highest academic degree is: _____

7. I have state certification (permit, authorization, etc.) to serve in the following positions: (Check all that apply.)

- | | |
|---|---|
| ☐ a) Elementary Classroom Teacher | ☐ b) Secondary Classroom Teacher |
| ☐ c) Special Education Teacher | ☐ d) Reading Teacher |
| ☐ e) Counselor | ☐ f) Supervisor (Consultant, Specialist, etc.) |
| ☐ g) Principal/Administrator | |
| ☐ h) Other: (Please specify) _____ | |

8. I have served as a classroom teacher for ____ years. (Specify areas.)

9. I have served as a school administrator for ____ years.

10. I have served in this school district or agency for ____ years.

PLEASE TURN OVER

- _____ a) Anglo American _____ b) Black American
 _____ c) Mexican American _____ d) French American
 _____ e) Asian American _____ f) Native American
 _____ g) Other: (Please specify) _____
 _____ h) Total number of pupils enrolled at this campus

- ☐ a) Lower SES
☐ b) Middle SES
☐ c) Upper SES

- | APPROACH/SYSTEM
BEING USED | GRADE
USED WITH | NO. OF
CLASSES |
|-------------------------------|--------------------|-------------------|
| a) | | |
| b) | | |
| c) | | |
| d) | | |
| e) | | |
| f) | | |
| g) | | |
| h) | | |

- ☐ a) Assistant Principal
☐ c) Guidance Counselor or School Psychologist
☐ f) Visiting Teacher
☐ h) School Nurse/Doctor
- ☐ b) Curriculum Coordinator
☐ d) School Social Worker
☐ e) Community Liaison Aide
☐ g) Librarian
☐ i) Other: (Please specify)

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DEMOGRAPHIC QUESTIONNAIRE FOR CLASSROOM PERSONNEL

Program: _____

Test Phase: _____

This questionnaire is designed to obtain basic background information from classroom teachers and aides who are now involved in program activities of the Southwest Educational Development Laboratory. All answers and comments will be treated confidentially and for statistical or descriptive purposes only--unrelated to any individual who has provided the information. Please answer all applicable questions by printing or marking clearly. Thank you for your cooperation.

_____/_____/_____
Date

1. Name: _____ 2. Sex: _____

3. School: _____ 4. City: _____

5. School District: _____ 6. State: _____

7. My position in the classroom is:

- | | |
|---|---|
| ☐ a) Classroom Teacher | ☐ e) Reading Resource Teacher |
| ☐ b) Assistant Teacher | ☐ f) Special Education Teacher |
| ☐ c) Classroom Aide | ☐ g) Resource Teacher |
| ☐ d) Student Teacher | ☐ h) Other: (Please specify) _____ |

8. (For classroom teachers only.) I have _____ others who are assigned to work regularly in my classroom. (Please identify by name.)

9. The grade I teach is _____.

10. The number of pupils in my classroom is _____.

11. In my room there are: a) _____ girls b) _____ boys

12. In my room there are: a) _____ Anglo American d) _____ French American
b) _____ Black American e) _____ Asian American
c) _____ Mexican American f) _____ Native American
g) _____ Other: (Please specify) _____

13. My highest academic degree is: _____

14. I have academic background in the following:

- | | |
|---|--|
| ☐ a) Reading | ☐ d) Anthropology |
| ☐ b) Special Education | ☐ e) Sociology |
| ☐ c) Linguistics | ☐ f) Language (Specify) _____ |
| ☐ g) Other: (Please specify) _____ | |

15. I have used the following languages in teaching:

- ☐ a) English
- ☐ b) Spanish
- ☐ c) Other: (Specify) _____

16. I have certification (permit, authorization, etc.) to serve in the following positions. (Check all that apply.)

- ☐ a) Elementary Classroom Teacher
- ☐ b) Secondary Classroom Teacher
- ☐ c) Special Education Teacher
- ☐ d) Reading Teacher
- ☐ e) Counselor
- ☐ f) Supervisor (Consultant, Specialist, etc.)
- ☐ g) Principal/Administrator
- ☐ h) Other: (Please specify) _____

17. I have served in the following positions. (Specify number of years in each).

- ☐ a) Classroom Aide
- ☐ b) Assistant Teacher
- ☐ c) Elementary Classroom Teacher
- ☐ d) Secondary Classroom Teacher
- ☐ e) Special Education Teacher
- ☐ f) Reading Teacher
- ☐ g) Counselor
- ☐ h) Supervisor (Consultant, Specialist, etc.)
- ☐ i) Principal/Administrator
- ☐ j) Other: (Please specify) _____

18. I have served in this school district or agency for _____ years.

THANK YOU

APPENDIX G
Evaluation Instruments
MELA C

MELA PACKAGE A - GRADE 2
PRESERVICE EVALUATION
FIELD TEST, FALL 1977

I. A. Did you enjoy the session?

B. Was it helpful for you?

C. Do you feel comfortable about using informal activities as tie-ins to language arts?

D. Is there an area about which you would like to have more information?

E. Is there an area about which you needed less information?

F. Do you feel this preservice provided sufficient information to implement the program?

II. A. Have you worked with small groups working independently?

B. Do you feel comfortable about the prospect of having three to four small groups going on simultaneously?

MELA C - 4TH GRADE
CLASSROOM OBSERVATION
PILOT TEST

Teacher: _____ Date: _____ School: _____

Observer: _____ Activity: _____ ☐ Drama ☐ Newspaper

1. Did the teacher appear to be well-prepared? _____ Yes _____ No

Comment: _____

2. Was the stimulus provided appropriate: _____ Yes _____ No

What stimulus was provided? _____

Comment: _____

3. Was management a problem? _____ Yes _____ No

Comment: _____

4. Rate pupil interest (I), attentiveness (A), and participation (P):

	Throughout the Lesson	At First	At the End	Never
HIGH				
MEDIUM				
LOW				

5. Was the room arrangement suitable for the activity? _____ Yes _____ No

Comment: _____

6. Was the purpose stated for this activity achieved? _____ Yes _____ No

Comment: _____

OVER

7. List the Language Arts skills shown for this activity and check if observed.

<u>Skill</u>	<u>Observed</u>	<u>Comments</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Was the purpose stated for this activity achieved? ☐ Yes ☐ No

Comment: _____

9. How long did the activity last? _____

10. Other Comments: _____

MELA PACKAGE C - GRADE 4
PRESERVICE EVALUATION
PILOT TEST

Site _____ Teacher _____

School _____ Date _____

A. 1. Did you enjoy the session? Yes ___ No ___

Comments: _____

2. Was it helpful for you? Yes ___ No ___

Comments: _____

3. Do you feel comfortable about using informal activities as tie-ins to language arts? Yes ___ No ___

Comments: _____

4. Is there an area about which you would like to have more or less information? More ___ Less ___ No ___

Comments: _____

5. Do you feel this preservice provided sufficient information to implement the program? Yes ___ No ___

Comments: _____

B. 1. Have you worked with small groups working independently? Yes ___ No ___

Comments: _____

2. Do you feel comfortable about the prospect of having three to four small groups going on simultaneously? Yes ___ No ___

Comments: _____

MELA - 4TH GRADE
TEACHER INTERVIEW QUESTIONS
DESIGN TEST

A.

- 1,2 1. How did this week's activities go--any problems?
- 1,2 2. Did the children enjoy the activities?
- 1,2 3. Did you enjoy them?
- 1,2 4. Go through each activity and review teachers' recollections.
- F,1,2 5. Did you notice any children working together who had not previously done so?
- F 6. Can you see these activities as a means of getting different kinds of children to work effectively together?
- F 7. What do you think of these activities as language arts supplements for fourth grade?
- F 8. Do you feel your time was well-spent?
- F 9. Was the informal style comfortable for you?
- F 10. How did the children handle the informal style?

B.

- F 1. Have the MELA activities resulted in an increased motivation to read among your pupils?
- F 2. Have the MELA activities resulted in an increased motivation to write among your pupils?
- F 3. Have the MELA activities resulted in an increased motivation to spell correctly?
- F 4. Have the MELA activities resulted in an increased motivation to speak or perform before others?
- F 5. Have the MELA activities resulted in an increased motivation to listen or be attentive?
- F 6. Have you noticed an increase in pupil ability to understand or generate plays on words?
- F 7. Have you noticed an increase in pupil creativity, in creative writing or oral reports?
- F 8. Have you noticed an increase in pupil memory, in creative writing or oral reports?
- F 9. Have you noticed an increase in pupil application of information, in creative writing or oral reports?
- F 10. Have you noticed an increase in self-confidence, particularly with certain groups (shy children, for example, or those who don't participate in language arts activities)?
- F 11. Have you noticed an increase in pupil participation, in creative writing or oral reports?

Drama: _____

Plot: _____

Performance: _____

Sound Effects: _____

Stage: _____

Characters: _____

Scenery: _____

Actors: _____

Actresses: _____

Script: _____

Vocabulary Sheet

Activity 1

Publication _____

Nameplate _____

Cartoon _____

Classified Advertisements _____

Column _____

Horoscope _____

Article _____

Interview _____

Proofread _____

Layout _____

TEACHER RATING PRE-MELA
MELA C
PILOT TEST

Teacher _____

School _____

No Children _____

Date _____

Please indicate the number of your children who fall into the categories below.

Example: If you have 30 children in your class and half are average spellers, 8 are above average, 2 excellent, 3 below average, and 2 poor spellers, you would complete item 1 as follows:

CATEGORIES	High	Above Average	Average	Below Average	Low
ex. Spelling	2	8	15	3	2

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling					
2. Creative Writing					
3. Reading for Comprehension					
4. Memory					
5. Sequencing					
6. Handwriting					
7. Interest in Language Arts activities					
8. Problem-Solving Skills					

TEACHER RATING POST-MELA
MELA C
PILOT TEST

Teacher _____

School _____

No Children _____

Date _____

Please indicate the number of your children who fall into the categories below.

Example: If you have 30 children in your class and half are average spellers, 8 are above average, 2 excellent, 3 below average, and 2 poor spellers, you would complete item 1 as follows:

CATEGORIES	High	Above Average	Average	Below Average	Low
ex. Spelling	2	8	15	3	2

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling					
2. Creative Writing					
3. Reading for Comprehension					
4. Memory					
5. Sequencing					
6. Handwriting					
7. Interest in Language Arts activities					
8. Problem-Solving Skills					

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TEACHER RATING PRE-MELA

Teacher _____

School _____

No. Children _____

Date _____

Please indicate the number of your children who fall into the categories below.

Example: If you have 30 children in your class and half are average spellers, 8 are above average, 2 excellent, 3 below average, and 2 poor spellers, you would complete item 1 as follows:

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling	2	8	15	3	2

CATEGORIES	High	Above Average	Average	Below Average	Low
1. Spelling					
2. Creative Writing					
3. Willingness to perform before others (ex.: during show and tell, etc.)					
4. Memory					
5. Sequencing					
6. Comprehension					
7. Interest in language arts activities					
8. Observing and describing skills					

MELA PACKAGE A - GRADE 2
WEEKLY TEACHER INTERVIEW
FIELD TEST

Week 3

Instructions: Ask the questions in a conversational style with the recorder on. Accept all responses. If you feel a response to any question is incomplete, probe for a satisfactory response. No one is to be identified. Please allow adequate time for all responses.

1. Ask how the last week went.
2. Ask if there were any problems.
3. Review each Activity for strengths and weaknesses, beginning with Activity 1. Have the teachers refer to each activity in their handbooks to refresh their memories.
4. Ask if they would like to see anything added or deleted from the activities.
5. Ask if these activities helped those children who had previously not participated in group sharing.
6. Ask if these activities helped those children who had previously lagged behind in language arts skills.
7. Ask how they see MELA fitting in as a language arts supplement. Ask if there is any way they would do it differently.
8. Ask if the level of difficulty was appropriate for their children.
9. Ask if they feel their time was well spent on this project.
10. Ask if they valued the time spent with their children during the MELA activities.
11. Ask if they would use the activities again if they were available.
12. Ask if the inservice was sufficient for program implementation.